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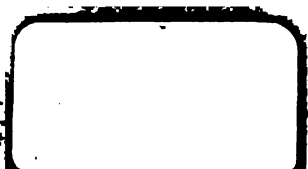
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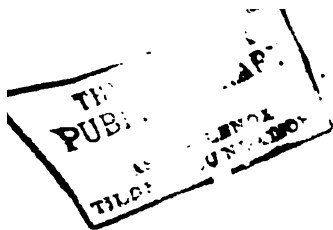


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SIXTEENTH

ANNUAL REPORT
ON PUBLIC SCHOOLS

In Rhode Island,

MADE TO THE GENERAL ASSEMBLY,

AT ITS

JANUARY SESSION, A. D. 1861.

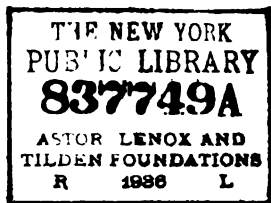
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Rhode Island Education



NOV 17 1934
JUL 10 1935
MAY 10 1936

REPORT.

To His Excellency the Governor and the Honorable the General Assembly :

GENTLEMEN :—

IN presenting this THE SIXTEENTH ANNUAL REPORT, it is a pleasure to be able to assure you, that the interest manifested by the people of this commonwealth in our admirable public school system, continues unabated. The influence which this system is exerting, and which it is destined still more to exert, over all the important interests of society, is universally acknowledged. The absolute necessity of a rightly cultivated intellect and heart, to the maintenance and perpetuity of our free institutions, is becoming more and more apparent to the common mind. Our free schools, as a system, are relied upon for the accomplishment of this result. So fixed is this impression in the public confidence, that the danger is, lest we trust too much in this system as a system ; lest our faith in the theory, lead us to neglect the working details essential to its largest and triumphant success.

It is not enough for an efficient railroad corporation, that an engine of great power and beauty is constructed for its use. A skillful engineer and an attentive fireman must be employed. The wheels and machinery must be carefully examined, and the bolts,

screws, and gauges properly adjusted. The working condition must be narrowly supervised, to detect defects and to avoid accidents. So with our school system. Parents and guardians must be watchful of its working condition. School meetings must be attended, district strife must be avoided, or if unavoidable, must be speedily quieted; school houses of proper accommodations must be liberally provided; the most approved text books must be supplied; prompt, quietly disposed, and faithful trustees must be chosen; intelligent and zealous school committees must be selected; accomplished and skillful teachers must be insisted upon, liberally compensated, and cordially sustained; schools must be visited, not once a year only, but often, that the parent may see for himself what the school is doing, or failing to do, for his child, and that his interest in it may be made manifest, both to the teacher and the pupil. This alone will disclose the faults and defects of the system, if it has any, and this will secure from it the largest possible results.

INTEREST IN SCHOOLS.

One evidence of the increasing interest in educational progress, is seen in the greater regard in which schools are held by parents themselves. After a pretty careful survey of the various districts of the State, I am warranted in saying, that in no previous year have there been so many school visits by parents, as during the present. Yet there is great and culpable negligence in this direction still remaining, especially in certain districts. But the community is beginning to move, and I confidently look forward to the time when our school registers shall be filled up with the record of parental visits. Parents are beginning to understand, that all that a State can do towards the establishment of efficient schools, is to place into their hands the power, and in part the means, while the entire character and success of the schools

depend ultimately upon the parents themselves. The State supplies the theory of education ; the people must give it its practical solution. Our schools must be fostered and sustained by individual as well as collective influence. Teachers may discipline and instruct, but parents must manifest their sympathy and give their encouragement. The teacher should, indeed, be an example of self-possession, courtesy, and virtue, but a moulding influence upon the morals and manners of the children of a neighborhood, should flow out from the fireside, instilling into their young minds principles of rectitude, aiding and stimulating them in their studies, and helping them to appreciate the value of a good name, and the importance of a thorough education. Parents are beginning to feel this, and the labors of your Commissioner have been, and will continue to be, given in this direction: to impress upon their minds the conviction, that upon them rests the responsibility of elevating the character of our public schools. So immediate and manifest is this, that in all those districts where parents are filled with right sentiments, where they are evincing only a reasonable interest in the well-being of their children, the cause of education is rapidly advancing, and the community is realizing some of the benefits, moral, intellectual, social and physical, which the theory of our school system contemplates. On the other hand, wherever I have found indifference, culpable neglect, and utter apathy, in matters of educational interest, there I have, without an exception, met miserable schools ; so that the difference between the best and the poorest schools of our commonwealth, exhibits a chasm which is absolutely appalling. I wish I could take each indifferent parent by the hand, and let him look into it ! I can conceive of nothing which would so quickly accomplish the purpose for which we labor.

In my visits through different parts of the State, I have often been surprised at the amount of good, which one or two only, right minded, earnest parents had accomplished in the improvement of the schools of the neighborhood. They were the leaven

in the lump, transforming, little by little, the entire mass. The result was visible in the condition of the school house, its internal and external appearance; in the various appliances for comfort and study; in the cleanliness, demeanor, moral perception and mental activity of the pupils, in the accomplishment, faithfulness and zeal of the teachers, and in a thousand nameless circumstances, suggestive to an experienced eye, and indicative of rapid educational progress. The influence of a single school committee man, of the character indicated, is almost mesmeric over the entire field of his supervision. Were it not invidious, I might name more than one town of our Commonwealth, which may well congratulate itself upon the services of such a man.

Parents and guardians, throughout the State, should emulate the example. I think that very much might be accomplished in each school district, for the purpose of awakening a more general interest in our schools, and of securing a more efficient co-operation in sustaining and improving them, if parents of the district and of the different neighborhoods, would meet occasionally during the winter evenings, exchange opinions, and offer words of counsel and encouragement upon school matters. These meetings need not be organized and formal. Indeed, a fuller attendance and a more lively interest would be likely to be secured, if they partook somewhat largely of the social element. There are very many parents who can not be reached by educational reports and books. You must meet them face to face, and induce them to come and reason together. It appears to me, that, with only a very little exertion upon the part of those who are already awake, an interest might be excited which might be felt at once, in the rapid elevation of our common schools. The truth must be confessed, that the indifference of very many parents towards them, is the result of a very imperfect conception of their importance. Illustrate to them the value of an education; tell them what the State is doing for their schools, and what the schools are doing, or failing to do, for their children and for themselves, and you

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will soon secure their interest for the accomplishment of your purpose. Show the husbandman that a good school and a well educated community, will add a large percentage to the value of his estate, and you are certain to have the co-operation of his self-interest. Make it plain to the mechanic that a good education will give to his right arm skill and efficiency, and he will desire that his children should be possessed of its advantage. Demonstrate to them all, that where ignorance abounds, there idleness and vice will much more abound, and you are quite certain to enlist their sympathies and their energies in the cause of popular education and the maintenance of good morals. I trust these suggestions will be kindly received, and that the next succeeding report from this office, will chronicle the good results of many neighborhood school meetings.

Another evidence of the increasing interest in our common schools, is found in the enlarged liberality of districts for the construction of school edifices. The old queries, "How small and how cheaply can we build; or, at how trifling an expense can we make the old house answer?" are yielding to the inquiries, What are the most approved plans of construction? What form of seats is most conducive to comfort? What is the best method of warming and ventilating? What external or internal arrangement will combine, in the largest degree, the useful and the beautiful? How can we make the school house the most attractive? What will render it, most effectively, an aid and not a hindrance in the improvement of the morals and the tastes, and in the advancement of the intellectual development of our children? At the present rate of progress, the next generation will look in vain for an absolutely poor school house within the borders of our State.

Another indication of increasing educational interest, is found in the reduced percentage of absenteeism. In some districts this is quite remarkable, it having lessened, within a few years, from thirty-eight to ten or eight per cent. Absenteeism is still, however, the great and obstinate evil in our schools; and may be

attributed, in nearly all cases, to the want of faithfulness on the part of parents and guardians. The connection is quite remarkable. In most instances, where my attention has been arrested by the large amount of absences against individual names, I have, upon inquiry, or by personal observation, found the homes of such children to be abounding in poverty, misery, and vice. How can we expect moral purity, or intellectual life, to come out of such abodes of wretchedness and death?

I have said that this is a great and grievous evil. It is so; but we must not be misled by its statistical magnitude. I have found, by observation in our rural districts, after deducting a few vicious cases of truancy, that by far the greater part of absenteeism is recorded against children of a very young age. If these are even tolerably cared for at home, the evil of absence from school, either to themselves, or to the community, is quite small. Many of our children are sent to school quite too young. I do not mean to say that they receive instruction too young, but that they are subjected to the confinement and discipline of the school room at too early an age. This is the period of life when the foundation of continued physical vigor is to be established. The entire nature rebels against restraint. The blood flows rapidly, and the lungs play quickly—and we must not forget that the body obtains as large a share of its vitality from the free air, as from food. A child will find enough about its home, for the the first six years of its life, to fully employ all his perceptive powers, just opening upon the new world to which he has come. We forget that what are old, familiar, and somewhat uninteresting things to us, are full of freshness and wonder to the child. His infant mind is busy with the investigation of the nature of the objects which crowd around him, both within and without the place of his abode. The clouds which are draped against the sunrise and sunset sky, the sunshine and the shower—the springing grass—the trembling leaf, the opening flower—the pattering of the summer rain—the fleecy dropping of the snow—the play

of the waters—the effulgent glory of the day, the lesser lights of the night—the graceful movement of the ships—the furious rushing of the trains—the ten thousand forms, motions, and noises of nature, furnish him with employment enough, and, with ordinary parental care, yield him instruction enough to fill up the round of his earlier days. I believe if he is kept from the school room until the age of six—under the training of a careful mother—he will then be better prepared for rapid intellectual progress, than he would be if prematurely confined within its walls, and bent over its text books.

By proper development and instruction at home, a child will be prepared, in some degree, to comprehend the nature and object of study. Those children who are sent to school without such preparation at home, soon become disgusted with exercises quite beyond their comprehension. They understand neither the meaning nor the object of their lessons; and as soon as the influence of novelty has passed away, their interest falls down into apathy and disgust. Instead of grasping books as keys which shall unlock to them stores of knowledge, they turn from them as bolts which shut them out from the wonderful things they so much desire to know.

Again, many of those who are recorded as absentees, are over fifteen years of age, and, under the plea of necessity—in many cases, it must be confessed, a very urgent plea—they are removed to employment upon the farm, in the work shop, and factory. The disposition of parents is, to consider the education of their children completed at quite too early an age. This is true, both in public and private schools. The tendency is to be “fast” in our education, as in every thing else. Time is requisite for intellectual, as well as for physical development and culture. It is as preposterous to force the one, as the other. You may, if you will, grow an oak in a tub, in a single year, but it will not be the oak which shall cast its shadow and defy the storms for a century. For this, it must receive the sweet influences of the sunshine and

the rain for a long series of years. "Fruits ripened by art before their time, are neither toothsome nor wholesome; so children made men when they should be children, prove children when they should be men."

But after making all reasonable deductions, absenteeism is a very serious impediment to the efficiency and success of our public schools. To abate and, if possible, to remove the evil, demands the closest scrutiny of those to whom our schools are intrusted. School committees and trustees can do much, by visiting those families whose children are habitually absent or irregular in their attendance, and by a judicious exercise of that moral influence which is in their power and their province to exert. Teachers may accomplish much by visiting the homes of their pupils, and manifesting, by a cheerful spirit, and words of encouragement, the interest they have in the welfare of parents and children. This will secure the friendly sympathy and co-operation of both, and so establish that singleness of purpose, and that unity of action, necessary for the accomplishment of any desirable result.

Another evidence of the abiding interest in our schools, is the continually increasing amount annually appropriated for their support. In several of the towns, this has been more than doubled, within a few years. The community has come to understand, that a good schoolmaster can no more be employed for a small compensation, than a good farmer, mechanic, or lawyer; and that the only true economy, in either case, is to secure the person competent to the business to be accomplished.

PRIMARY SCHOOLS.

Erroneous impressions have prevailed, with regard to these schools. The popular idea has been that any body could teach a primary school, even the very young with limited attainments and no experience. This is a mistake; for no schools so impera-

tively demand all those traits and excellencies of character which constitute a model teacher: namely, gentleness of disposition, courteous and winning manners, self-control, skill in discipline, quick perception, ingenuity, a mind fruitful of expedients, habits of order and neatness, an attachment to children, a love for the profession of teaching, with a full average of mental endowment and intellectual culture. No department of instruction suffers more from inattention. "What cultivator who should neglect his plants and young trees while in the nursery, and assign as an excuse, that they were soon to be transplanted, and then would receive more attention but would be pronounced exceedingly unwise." Every child, as well as every plant and tree shows the effect of early culture. Our primary schools are of primary importance. Impressions made here remain through the whole course of instruction. Foundations laid here must modify, as well as sustain, the entire superstructure. The temple cannot be broader than its base. In these schools it is not enough to make right impressions; they should be made in the right way. All the exercises of the school room should be pleasant and attractive. A forbidding manner, or injudicious chiding, should be studiously avoided.

The general impression seems to be, that children naturally love play, and dislike study; that they will run to the one, but must be forced to the other. That this is in so great degree true, comes more from the fault of the parent and teacher, than from the nature of the child. From early infancy, we woo a child to his play, and encourage him if he fails. We certainly never think of chiding him, but how we pursue the opposite course when we turn him to his books. Now, suppose we reverse our practice. Insist upon his playing in a particular manner, at a stated time, and for a fixed period, and scold and punish him when he is tardy, indifferent, or plays badly: but, on the other hand, make everything attractive, encourage and commend him even though he may fail at his study. How soon would his *nature* be changed? He would love his book, and hate his ball.

Text books are too closely followed in our primary schools, and, indeed, in all our schools. We want more of oral instruction, *more of the living voice*. Object lessons, when skillfully managed, are always attractive and interesting, especially to young children. A bit of glass, a scrap of iron, a sponge, a flower, an ear of corn, a gray stone, a green or dry leaf, any of the most common objects, often furnish a much better text than a printed book. The question in a primary school should be, How can it be entertained, as well as instructed? and so of all schools.

The attention of our best instructors, is turning to the improvement of primary schools; and they certainly merit the cordial support, and fostering care, of all who feel an interest in the cause of education. A most valuable aid to oral instruction, in these schools, has recently appeared in the form of "Primary School Tablets," designed by Hon. John D. Philbrick, the accomplished Superintendent of the Public Schools of Boston. They afford important facilities to oral teaching, which experience has proved to be indispensable to the highest success in elementary instruction. No greater mistake can be made, than to attempt to confine the attention of a young child, for any considerable time, to the printed pages of a school book. It cannot be done. Childhood will be entertained. It is impatient of confinement, and loves variety; and if the teacher does not furnish it, the boy will. All the appliances of severe discipline, will not hold him much in check.

The "Tablets" referred to, are well adapted to the purpose for which they were designed, and I cordially commend them to the attention of those entrusted with the management of our schools. A set of them may be seen in the office of your Commissioner.

EXAMINATION OF TEACHERS.

I think the time has arrived, when these should be more comprehensive and more thorough. The evidence can not be

ignored, that these examinations are, in quite too many instances, altogether superficial; nor are they made in the right direction. I apprehend, that a question or two in geography—perhaps as many more in history—a paragraph in reading—a few words in spelling—a sample of penmanship—a reference to the very simplest elements of grammar—the repetition of a few rules of arithmetic, and the solution of a problem, make up the whole of very many examinations, all of which may be *passed through*, without so much as touching the *real* qualifications of a teacher: his idea of manners, of morals, of discipline, of *teaching*. Guizot remarks, "That a good schoolmaster, ought to be a man who knows much more than he is called upon to teach, that he may teach with interest, intelligence, and taste; who is to live in an humble sphere, and yet have a noble and elevated soul, that he may preserve that dignity of mind and deportment, without which he will never obtain the respect and confidence of families; who possesses a rare mixture of gentleness and firmness;" * * * * * "a man not ignorant of his rights, but thinking much more of his duties; not given to change, but satisfied with his situation, because it gives him the power of doing good. A bad schoolmaster, like a bad parish priest, is a scourge to the community, and, though we are often obliged to be contented with indifferent ones, we must do our best to improve the average quality." The schoolmaster should not merely *know*: he should know *how*—just as a farmer should not only know enough to hold a plow, but should know *how* to hold it. Very many teachers have sufficient endowment, and intellectual culture, while they are quite ignorant of the *art* of teaching. Their labors are awkward and ill advised, and consequently they fail. Their schools are dull, lifeless; with no system—no purpose—no mental activity—no progress.

Now, the object of Normal School training, is to supply this deficiency, and it should be the first solicitude of examining committees, to see that it is supplied. They should labor to ascertain, not merely how well the candidate *knows* a truth, but, also,

how well he can *communicate* it. They should find out, not merely—I had almost said not primarily—*what* he can teach, but how he would teach it. It is manifest, that no particular rules can be given for this process; these will vary with varying persons and circumstances, but, in all cases, establish the fact of *tact*. In some instances, the examination may be interrogative, in others suggestive: but always be satisfied *how* the examinee would teach the several branches of common school studies. If the candidate is to instruct in a primary department, questions like these might be put: "How would you teach the alphabet—by words, or by alphabetical signs?" "Would you teach the whole at once, or otherwise, and why?" "Would you commence with reading, before a child could recall words readily, or not, and the reason for the course?" "What is your method of instruction in spelling?" "How do you teach geography?" "Which do you consider of the most consequence, that a child should remember the name and position of a place, or its physical condition, and why?" "What advantage do you suppose to come from the study of English grammar, and how?" "How would you explain to a class what you mean by 'the greatest common denominator?'" "What is your usual method of conducting a recitation, and what advantage has it over some other method?" "How would you define, by way of explanation, the difference between a curved and a straight line?" "If you were conducting an object exercise, and were holding in your hand a piece of glass, for instance, what questions would you put?" "What distinction would you make between an older and a younger class, in this case?" It is evident that questions like these might be varied, and extended indefinitely, and the character of the answers would enable any intelligent committee to determine whether the candidate was apt to teach. For every one who knows how to teach, must certainly be able to give an intelligible idea of the process. No matter what his other qualifications may be, a teacher, who is unable to originate questions and explanations of his own, is not fit to teach. Be very particular, therefore, to ascertain what the one whom you

are examining, thinks of all those questions, notes, and commentaries, which are so liberally sprinkled over some of our text books. If you find he is leaning upon them for help, you will be certain, if you employ him, of securing a dull school.

His tact at discipline, also, may be ascertained, by presenting a variety of hypothetical cases of violations of propriety, or of insubordination. Questions upon points of morality, will, in like manner, disclose his moral training. His manners and social habits will be self evident. But in all, embarrassment and confusion will be sure to betray his defects, if they exist.

Examinations, in all cases, should be thorough, but not *exacting*. The questions should always be kept within the range of reasonable requirement, and should never be given for the purpose of quizzing or embarrassing. Consider what should be reasonably required, and ascertain the competency for the fulfillment of such requirement. For example; if the applicant is only to instruct in the simplest elements of grammar, you could not reasonably require him to display skill in the analysis of the more difficult combinations of language. If he is only required to teach a class to parse the words of a single sentence, you would hardly expect that he should be familiar with the solution of the "involved, inverted, and obscure sentences of Milton, or with the abstract and philosophic data of Pope." If he is only to teach the plainest elements of physical geography, you would not expect that he should be versed in the philosophy of geological changes, or that he should recognize, as an old acquaintance, the face of every gray stone that looks out from the mountain. If his instructions in mathematics, were to be limited to the extrication of vulgar fractions, you could not require that he should have entered the higher regions of Calculus, or upon the solution of "Diophantine Problems."

I am pleased to find that school committees are realizing the importance of more thorough and comprehensive examinations; and I have no doubt that the day is coming, when Normal School drill will be required as *prima facie* evidence of fitness to teach.

We shall never have thoroughly trained teachers, until our examining committees insist upon them. Incompetent teachers must be uniformly rejected. This will be done as soon as school officers and the public determine that it shall be. Applicants for the offices of instruction in our common schools, will then find, what they and the community are somewhat slow to learn, that normal school instruction and drill is indispensable to the highest educational success. And since the State Normal School so liberally and so ably furnishes our young teachers with the opportunity for such drill, it is hoped they will not fail to avail themselves of its advantages.

EDUCATIONAL JOURNAL.

The appropriation so wisely made for the distribution of "some educational journal published in this State," was given to the "Schoolmaster." Three hundred and fifty copies of this periodical have been distributed in the several school districts. I can not conceive of a more judicious, or economical expenditure, for the advancement of our educational interests. This paper has been conducted, for the past year, by a corps of editors, composed for the most part of *professional* teachers in the city and the different villages of the State; gentlemen thoroughly qualified for the discharge of their duties, and who would be *ornaments* to their profession in any city or State. No one at all familiar with the constant and arduous duties, not of *routine*, but of *teaching*, will be slow to award to these gentlemen, great praise for the zeal and ability with which they have, *gratuitously*, discharged their editorial labors. It is not strange, however, that men who have succeeded so admirably in their profession, should manifest a willingness to labor so perseveringly for it. "The Schoolmaster," will compare favorably with the best educational journals in our country; indeed, it is itself one of the very best; and if there is a teacher in the State, who does not subscribe for it, and carefully

peruse it, he ought to be ashamed to acknowledge it. Much credit is also due to the publishers, who have contributed so promptly and so liberally for its maintenance. With the aid of the usual appropriation, efforts are making to give it, for the coming year, increased efficiency and support.

INSTITUTES.

Meetings for discussion and mutual consultation, have been held, during the past year, in several of the villages of the State, and in this city, under the management of the Rhode Island Institute of Instruction. At these Institutes, lectures from prominent educators have been delivered, and the remainder of the sessions have been occupied by spirited and practical discussions, and a free interchange of views upon the comparative merits of the different systems of teaching, and upon such other educational topics as were presented. These gatherings have been well attended, and sustained by the teachers, and well received by the communities where they were held. This is as it should be: for they grow out of the very spirit of our free institutions, and in no other way can so great an amount of practical, indispensable, educational knowledge be diffused among the people, and among the teachers of our common schools. They establish the conviction, in the public mind, of the absolute necessity of a free and liberal education, for the children of a republic; and they point out to teachers the wisest and most economical means for securing such an education. Nothing yet devised, so effectually excites the masses to a general and active interest in our system of public schools.

These conventions enlarge the circle of the teachers' acquaintance; affording opportunity for a more general interchange of opinion, mutually advantageous; establishing concert of action, and giving new impulse to improvement. The practical experience of the best educators, is freely given to all. Greater uniformity in the discipline, classification, and general management

of schools, is thereby secured. Increased zeal and unity of purpose, coupled with a better directed and more vigorous intellectual action, is the result. The benefit flows out, as well to those who are already thoroughly imbued with the spirit of their profession, or to those others who have but an imperfect appreciation of its responsibilities.

It has been observed, that nearly all the *labor*, at these Institute meetings, has invariably fallen upon some half dozen of our most prominent teachers. This is wrong. It is not just; it is not best. Every teacher in the State, should feel that he may contribute something to the general interest. No teacher, worthy of the name, can be so barren of experience, as not to be able to state some advantage gained, or some difficulty overcome, and the means by which it was accomplished:—and this is what every member of the profession has a right to know—and no one should be so indifferent, or so illiberal, as to withhold it. All those engaged in teaching, should feel the obligation resting upon them, individually, to contribute something out of their own mind, or experience, for the common benefit. Every teacher should remember that the profession will not honor him, until he first honors the profession.

SELECTION OF TEACHERS.

After a somewhat careful survey of the different public school systems of the several States, I am free to say, that no one of them is superier to our own, in simplicity of structure, or comprehensiveness of design. It has, however, been suggested by several of the best educators of our Commonwealth, and by those who have very carefully watched the operation of our system, that the duty of *selecting* or *employing* teachers might, with advantage, be transferred to the school committee. My own experience inclines me to the desirableness of the change, and respectfully to refer the propriety of it to the consideration of your honorable body.

I cannot better set forth the disadvantages of the present system, in connection with the advantages of the proposed change, than by quoting, at length, though not always in connection, from a report made by the President of Brown University, while he was chairman of the Massachusetts Board of Education. The better to adapt it to our locality, I substitute the words, school committee, and trustee, for examining, and prudential committee.

"Nothing is more certain than that the schools vary with the varying character of their teachers. Indeed, these are to the schools what generals are to an army. It is very plain, then, that the selection, and appointment of teachers, is a matter of such paramount importance, as to require the utmost caution in adjusting the appointing power. The fact, so abundantly attested, that an unfortunate selection of teachers is often, very often made in this Commonwealth, is one which demands serious consideration."

"There must be some strange infelicity, in the organization of the system of agencies employed, or in something else that lies beyond the control of the community, or an evil so great would be no longer endured."

"The practical evils most deeply felt, are the complexity of the process by which teachers are engaged, and the unhappy order in which the respective committees are obliged to act."

"Aside from the merits of this question, as affecting the quality of teachers in our public schools, objections on other grounds, I am well aware, will be made. It will be said that the effect of such an arrangement as has been intimated, would be to increase the amount of duties imposed upon the school committee, to such an extent, that it would be difficult to find suitable men willing to accept the office. Upon a superficial view, this would appear to be so. But a closer inspection will show that the untimely delays, irregularity, vexation, and mortification, resulting from the present mode of procedure, would induce more men of high qualifications to decline the office, than the mere task, or rather privilege,

of making their own selection of such teachers, as would reflect honor upon their employers."

"It will furthermore be objected that the office of trustees would lose its importance, if the business of procuring teachers should be taken from it. I believe this office is now regarded as an irksome task, to which nearly all the legal voters in the district reluctantly submit in turn, and that any diminution of its duties would be to most trustees a pleasant relief. But if the remaining duties should not seem sufficient to give proper dignity to the office, it would be better to transfer to it something else now under the charge of the school committee. Better hazard the visitation of the schools, provided good teachers can be secured, than make sure of a good board of visitors at the risk of having poor teachers."

"The most plausible objection is, that the measure proposed would tend to increase unduly, the centralization of power in a single committee. I know not why this objection should be made to a body of men charged with the supervision of the schools, any more than to men charged with similar duties in respect to other public objects. I would not willingly advocate any thing that should conflict with the just rights and liberties of the people. It is only against the abuse of executive power that we have occasion here to guard; and it will, I think, be sufficiently shown, in the remarks which follow, that the power of appointing teachers is much more liable to abuse, lodged as it now is in the hands of a district agent, than it would be in the hands of the school committee."

"If there are no insuperable objections, then the question resolves itself into one of expediency. Let us proceed to view it in that light."

"I have spoken of the office of trustee, as changing hands more frequently than of school committee. Though this is not necessarily so—it is so, in fact, and will always continue to be. This office is not generally supposed to be one which requires much experience, or any uncommon qualifications; and, therefore,

it is thought there is no reason for confining it to a single individual, or to a small number. As there is generally but one such agent in a district, the change of the incumbent is very liable to bring with it a change of measures. The school committee of the town, is, by a very natural course of things, a more permanent body. The number of suitable persons, from whom the choice is ordinarily made, is smaller, and, even when a change is made, it rarely extends to the whole committee at once. Consequently, it is to be expected that this committee will have something like a settled policy. This, of itself, would tend to give a similar character to the schools, during successive years. But most of all would it increase the probability, that good teachers would be retained for a long period in the same schools. The frequent change of teachers is becoming a very great evil. Children, instead of being led steadily on in one continued process, are taught a few months after one method, and then after another, in a manner that is destructive of all solid attainment, and of correct mental training. Any arrangement which would secure to the pupil the benefit of a steady course of training, would be hailed by parents and the friends of education with joy. But so long as a new contracting agent is brought in every year, it were in vain to expect much uniformity."

"Besides, the school committee is, as a general thing, composed of men better qualified to select teachers, than district agents are. It may, in some instances, be otherwise. The persons elected to this office, are chosen from a much larger community. They are generally men distinguished as experienced teachers, or as men of education, possessing some peculiar fitness for the office. Being more conversant with the subject of education, they will, it is natural to suppose, not only attach greater importance to the office of procuring teachers, but will exercise a greater caution and distinction in selecting them. Having, moreover, the matter in charge, of all the districts of the town, they will hardly fail to take it up systematically."

"Precisely those qualifications which fit men for the office of

school committee, fit them for seeking out the best teachers. The duty of examining and recommending school books, for example, requires a knowledge of the process of education, and the adaptation of means to ends in conducting them, possessed by few. He who can form a good judgment on these points, is already in a situation to tell what kind of a teacher is needed. And if this knowledge is ever required, it is required as a guide in the selection of a suitable candidate for the office of teacher. However it may be in theory, the nominating act is more influential in deciding the appointment, than is the examination."

"It is not surprising that men engaged in the ordinary pursuits of life, as a great portion of the trustees are, should frequently fail to adopt measures necessary to obtain the best teachers. They are not conversant with such matters. Their personal connections do not lead them into the society of literary men or of teachers, and consequently they know but little of the character and habits of the profession, or even of the places to which they should resort to make inquiry. The consequence is, that they frequently wait for teachers to come to them. This practice calls forth a swarm of adventurers, whose faces would never be seen by the committee of examination, if the choice of persons lay with them."

"There is still another evil connected with the present arrangement, which is of a somewhat delicate nature. I mean the liability of the trustees to favoriteism. It is much more difficult for a single individual, charged with the duty of employing teachers, to act, uninfluenced by personal considerations, than it is for a committee consisting of several persons. No one can be the brother—son—cousin—nephew of a whole committee, and make that a plea for special favors. The attempt to procure a place from improper considerations, would be less frequently made in the one case than in the other, and when made it could be resisted with much more ease. I will not suppose that a person holding such a trust, would willingly betray it in the manner described. But should there be cases of that sort, there would be no check

upon the individual who acted alone ; while a member of a school committee would be sure of finding resistance in his associates, that he would not be likely ever to propose an unworthy candidate."

"Furthermore"—and this appears to your Commissioner a sufficient argument for the change—"the appointment of teachers, as it is now made, admits of no distribution of them among the schools of a town, according to their adaptedness to each. Every candidate who is presented for examination, comes as an applicant for a particular school. No adjustment with reference to another school, to which he may be well adapted, is possible. He must be approved for that school, or none. And yet the wants are as various as the supplies. One school is large—another is small. In one the pupils are advanced in study—in another they are not. In one district, the contest for supremacy with ungoverned and ungovernable boys must be renewed every winter—in another are the peaceful children of good citizens and judicious parents. If a certain number of individuals, of various characters and attainments, are to take the charge of as many different schools in a town, can it be a matter of indifference how these assignments are made? It is easy to conceive, that half of their success would depend upon their being placed each in his appropriate school. In machinery, men are accustomed to place the parts according to the strictest laws of adaptation. The greatest power is applied where it is most needed. If, acting upon a similar principle, the school committee were to make application for teachers of whom they had received good accounts, instead of waiting for such teachers as might come unbidden to them, and should appoint one meeting when all were to come together to complete the arrangements, and, after the examination, should take into consideration which of the candidates were best adapted to the various schools, and then should make proposals to all according to a general plan, nothing is more certain than it would contribute immeasurably to the efficiency and prosperity of the schools."

It is plain that the argument might be extended—but perhaps enough has been given to indicate its direction.

Accompanying this Report, you will find the First Annual Report of the Trustees of the Normal School, and, also, the Reports of the School Committees of the several towns of the State—so far as they have reached this Office—with an abstract of the Returns. It is much to be regretted, that any committee should have failed to “prepare and submit a written or printed report to the town, at the annual town meeting, setting forth their doings, the state and condition of the schools, and plans for their improvement,”—a duty expressly enjoined by Statute,

SUMMARY.

Annual appropriation from the General Treasury to		
the several towns, - - - - -		\$49,996 86
Town taxes, - - - - -		95,872 51
Registry taxes, - - - - -		11,538 59
Rate bills, - - - - -		6,831 02
Balance from last year, - - - , - -		4,126 23
Total resources, - - - - -		<hr/> \$168,365 21
Total resources last year, - - - - -		162,687 18
Increase, - - - - -		5,678 03
Amount expended on school houses, - - -		34,729 38
Last year, - - - - -		12,456 73
Increase, - - - - -		22,272 65
Amount voted next year, - - - - -		95,872 51
Amount voted last year, - - - - -		93,795 63
Increase, - - - - -		2,076 88
The number of scholars in summer schools, - -		24,726
Reported last year, - - - - -		25,576
Decrease, - - - - -		850
Average attendance, - - - - -		20,004
Reported last year, - - - - -		18,856
Increase, - - - - -		1,148
Number of scholars in winter schools, - - -		27,750
Reported last year, - - - - -		26,876
Increase, - - - - -		874
Average attendance, - - - - -		21,691
Reported last year, - - - - -		20,197
Increase, - - - - -		1,494

Respectfully submitted—

J. B. CHAPIN,

Commissioner of Public Schools.

OFFICE OF COMMISSIONER OF PUBLIC SCHOOLS, }
 Providence, January, 1861.

ABSTRACT OF THE RETURNS OF PUBLIC SCHOOLS IN RHODE ISLAND, FOR THE YEAR ENDING APRIL 30TH, 1860.

TABLE I.—FINANCIAL STATISTICS.

NAMES OF TOWNS.	Amount received from the General Treasury.	Amount of Town Tax.	Registry Tax and other sources.	Rate bills.	Balance unexpended.	Total from all sources.	Actually expended, exclusive of school houses.	Expended on school houses.	Amount of Tax next year.	State appropriations for next year.
PROVIDENCE COUNTY.										
Providence,	\$10,609 83	\$50,000 00	\$4,955 86	.....	.....	\$65,565 19	\$59,304 04	\$22,064 89	\$50,000 00	\$10,556 15
North Providence,	2,246 10	4,500 00	287 00	.....	.....	7,018 10	6,991 22	.....	5,000 00	2,240 15
Smithfield,	4,119 29	4,500 00	366 00	\$2,150 00	\$299 20	11,434 49	.....	.....	4,500 00	4,186 78
Cumberland,	2,636 07	2,500 00	654 00	.....	59 48	5,569 50	5,500 00	4,000 00	2,500 00	2,344 17
Scituate,	1,765 08	900 00	628 00	408 00	438 87	4,187 45	8,806 44	184 00	900 00	1,758 79
Cranston,	1,548 42	4,000 00	641 44	.....	697 00	6,881 86	.....	2,000 00	4,000 00	1,588 88
Johnston,	1,257 69	600 00	178 65	.....	1 07	2,037 41	.....	.....	600 00	1,288 22
Gloicester,	1,206 70	400 00	173 45	.....	407 30	2,187 45	.....	.....	400 00	1,197 78
Foster,	1,174 88	287 68	74 25	137 13	402 22	2,026 11	1,685 80	808 00	237 68	1,202 40
Burrillville,	1,457 62	800 00	119 79	.....	18 94	2,421 35	.....	.....	1,000 00	1,478 10
Totals,	\$27,766 63	\$68,987 68	\$8,065 94	\$2,695 13	\$2,318 53	\$109,273 91	\$76,737 50	\$23,051 89	\$69,137 68	\$27,774 87
NEWPORT COUNTY.										
Newport,	\$2,355 83	\$8,000 00	\$635 00	.....	.....	\$12,490 39	\$11,041 70	\$2,687 87	\$8,500 00	\$2,851 82
Portsmouth,	721 04	300 00	151 04	\$608 95	.....	1,776 08	.....	.....	1,000 00	716 88
Middletown,	383 71	200 00	52 88	324 09	02	960 20	980 18	.....	200 00	380 74
Tiverton,	988 73	1,000 00	43 05	.....	.....	2,031 78	1,958 85	850 00	1,000 00	981 59
Fall River,	1,018 19	2,000 00	95 56	.....	.....	3,608 75	8,608 75	.....	2,500 00	1,009 62
Little Compton,	745 48	800 00	39 42	494 11	.....	1,579 01	1,579 01	115 00	300 00	739 53
New Shoreham,	563 61	250 00	2 48	200 00	.....	950 74	.....	86 00	184 65	560 64
Jamestown,	145 00	85 00	20 00	140 00	\$4 75	344 75	834 00	.....	85 00	148 81
Totals,	\$6,916 15	\$12,585 00	\$1,038 93	\$1,792 15	\$4 77	\$23,741 05	\$19,447 40	\$3,708 87	\$13,719 05	\$6,884 03

WASHINGTON COUNTY.											
South Kingstown,	\$1,777 75	\$481 00	\$231 80	.....	\$454 93	\$2,945 04	\$2,128 38	.....	\$181 00	\$1,765 20	
Westerly,	1,168 47	381 64	94 04	.....	.....	1,594 15	.....	.....	381 64	1,160 74	
North Kingstown,	1,255 60	450 00	195 86	\$828 72	268 08	2,432 91	2,244 19	\$60 00	450 00	1,247 27	
Exeter,	898 52	216 10	29 07	66 91	.....	1,490 22	1,247 06	.....	216 10	929 65	
Charlestown,	519 20	128 59	57 20	88 88	114 87	863 24	709 07	77 88	128 59	515 04	
Hopkinton,	1,121 56	380 00	18 72	582 64	.....	2,082 92	1,992 49	60 48	380 00	1,114 42	
Richmond,	928 48	800 00	94 04	486 84	7 50	1,811 36	1,811 86	756 49	800 00	915 75	
Totals,	\$7,664 58	\$2,282 33	\$719 99	\$1,488 40	\$834 83	\$13,229 84	\$10,172 55	\$954 80	\$2,282 33	\$7,648 13	
KEPT COUNTY.											
Warwick,	2,838 76	1,500 00	438 00	.....	147 64	4,271 76	.....	.....	1,500 00	2,829 84	
Coventry,	1,540 48	1,540 88	216 94	486 96	248 82	2,715 08	2,044 46	260 55	420 50	1,529 77	
East Greenwich,	789 12	400 00	251 27	105 00	.....	1,495 89	1,495 89	.....	400 00	786 15	
West Greenwich,	791 02	162 35	127 40	28 71	446 95	1,628 43	1,858 05	840 00	162 35	783 88	
Totals,	\$5,409 38	\$3,603 23	\$1,028 61	\$640 67	\$842 91	\$10,108 66	\$4,897 90	\$600 55	\$2,482 85	\$5,379 64	
BRISTOL COUNTY.											
Bristol,	1,275 16	3,637 39	669 38	.....	.....	5,581 88	5,204 80	354 27	5,700 00	1,272 19	
Warren,	699 89	2,500 00	25 79	94 18	4 59	3,324 45	2,940 70	29 50	2,300 00	774 64	
Barrington,	265 08	300 00	.....	150 00	120 60	835 63	674 82	.....	300 00	263 25	
Totals,	\$2,240 08	\$6,437 39	\$695 12	\$244 18	125 19	\$9,741 96	\$8,819 82	\$388 77	\$8,300 00	\$2,310 09	

RECAPITULATION BY COUNTIES.

Providence County,	\$27,766 63	\$68,987 68	\$8,055 94	\$2,695 13	\$2,818 53	\$109,273 91	\$76,737 50	\$29,051 89	\$69,137 68	\$27,774 87	
Newport County,	6,916 15	12,585 00	1,088 38	1,762 15	4 77	28,741 65	19,447 49	8,788 87	13,719 55	6,884 68	
Washington County,	7,664 58	2,232 33	719 99	1,488 89	894 83	13,229 84	10,172 55	954 80	2,282 33	7,648 13	
Kent County,	5,409 38	3,603 23	1,028 61	640 67	842 91	10,108 66	4,897 90	600 55	2,482 85	5,379 64	
Bristol County,	2,240 08	6,437 39	695 12	244 18	125 19	9,741 96	8,819 82	388 77	8,306 00	2,310 09	
Totals,	\$49,996 82	\$98,795 63	\$11,588 59	\$6,881 02	\$4,126 23	\$166,096 02	\$120,075 26	\$34,729 38	\$95,872 51	\$49,996 86	

**ABSTRACT OF THE RETURNS OF PUBLIC SCHOOLS IN RHODE ISLAND,
FOR THE YEAR ENDING APRIL 30th, 1860.**

NAMES OF TOWNS.	TABLE II. SUMMER SCHOOL STATISTICS.						TABLE III. WINTER SCHOOL STATISTICS.					
	No. of Male Teachers.	No. of Female Teachers.	No. of Boys.	No. of Girls.	Whole No.	Average attendance.	No. of Male Teachers.	No. of Female Teachers.	No. of Boys.	No. of Girls.	Whole No.	Average attendance.
PROVIDENCE COUNTY.												
Providence,	12	125	....	....	7852	6617	12	125	....	....	7852	6617
North Providence,	7	19	720	662	1872	1184	5	9	809	735	1544	1119
Cranston,	1	24	708	608	1314	887	5	24	706	608	1314	887
Johnston,	5	5	176	143	319	220	1	5	176	143	319	220
Scituate,	3	16	807	317	624	401	12	9	422	295	817	538
Foster, .....	..	15	130	198	328	206	11	6	238	245	483	346
Glocester,	2	10	138	127	265	164	7	5	178	138	325	229
Burrillville,	4	14	865	365	730	580	9	7	370	317	687	523
Smithfield,	7	41	1109	1160	2269	1743	15	35	1261	1188	2444	1902
Cumberland,	4	25	....	....	2640	2480	7	16	....	....	2425	1577
Totals,	45	294	8651	8570	17,213	14,492	83	238	4148	3675	17,710	14,258
NEWPORT COUNTY.												
Jamestown, .....	...	2	17	14	31	22	2	---	19	3	22	18
New Shoreham,	1	5	162	195	354	239	2	4	194	153	347	216
Newport,	2	28	417	514	931	810	2	24	417	514	931	810
Middletown,	3	2	58	67	125	95	5	---	97	41	138	100
Portsmouth,	3	4	132	135	267	151	6	1	155	75	230	156
Fall River,	5	8	315	271	586	402	5	7	344	271	615	425
Tiverton, .....	...	12	180	207	387	261	8	4	249	211	460	354
Little Compton, .....	...	10	91	135	226	166	6	4	162	115	277	222
Totals,	14	71	1879	1533	2917	2146	36	44	1637	1898	3020	2301
KENT COUNTY.												
Warwick,	5	18	324	403	727	526	12	8	667	617	1284	934
Coventry,	2	7	108	173	281	191	16	3	320	314	634	414
West Greenwich,	3	5	58	85	141	84	12	---	171	320	291	196
East Greenwich, .....	...	4	61	54	115	48	2	6	222	186	408	297
Totals,	10	20	549	715	1264	849	42	17	1380	1237	2617	1831
WASHINGTON COUNTY.												
Exeter,	2	5	84	82	166	102	8	3	205	126	331	221
Hopkinton,	4	7	164	224	388	270	10	1	818	216	534	341
Westerly, (No returns),	---	---	---	---	---	---	13	---	---	---	425	370
Charlestown,	---	5	45	75	120	89	2	4	99	87	186	129
South Kingstown,	3	10	170	198	368	240	12	11	489	259	748	534
North Kingstown,	5	6	170	141	311	190	9	7	323	228	556	382
Richmond,	10	2	184	227	411	242	13	---	219	109	388	262
Totals,	24	37	817	947	1764	1233	67	26	1658	1065	3168	2229
BRISTOL COUNTY.												
Barrington,	---	3	46	54	100	84	2	1	78	59	135	110
Warren,	3	24	371	369	740	536	3	19	213	167	386	236
Bristol,	4	12	371	367	728	604	5	12	339	336	715	674
Totals,	7	39	788	780	1568	1284	10	32	688	562	1236	1080

RECAPITULATION BY COUNTIES.

Providence County,	45	294	8651	8570	17,213	14,492	83	238	4148	3675	17,710	14,258
Kent County,	10	20	549	715	1264	849	42	17	1380	1237	2617	1831
Washington County,	24	37	817	947	1764	1233	67	26	1658	1065	3168	2229
Newport County,	14	71	1879	1533	2917	2146	36	44	1637	1893	3020	2301
Bristol County,	7	39	788	780	1568	1284	10	32	688	562	1236	1080
Totals,	100	470	7184	7550	24,726	20,004	238	357	9503	7932	27,750	21,691

REPORT

OF THE

TRUSTEES OF NORMAL SCHOOL.

To the Honorable General Assembly:

IN compliance with the Statute, the Trustees of the State Normal School respectfully submit their First Annual Report:

Your Board of Trustees met at the office of the Commissioner of Public Schools—where all the meetings have been held—on Tuesday, the 28th of February, 1860. The term of service of each of the members was determined by lot. Messrs. Boyden and Goddard were elected to fill the term of *three* years; Messrs. Shepard and Arnold, the term of *two* years, and Mr. Reynolds, the term of *one* year. Mr. Reynold's term having expired, it will devolve upon your honorably body to make an election for a similar term, at its present session.

At the first meeting, a member of the Board was appointed to confer with gentlemen, concerning a suitable candidate for the office of Principal of the school.

On Thursday, the 17th of May, 1860, Mr. Joshua Kendall, of Meadville, Pa., was elected to this office. In the mean time, Miss Harriet W. Goodwin, the present Assistant, was chosen Principal *pro tem.*, and Miss Ellen R. Luther, the present Assistant teacher, Assistant Principal *pro tem.* These young ladies, are teachers of high attainments and skill in their profession, and it is but simple justice to say, that they acquitted themselves, in the

charge which they consented to assume, to the entire satisfaction of the Board. We feel that our State may point with pride to our Normal School instructors.

The quarterly meetings have been held on the first Tuesdays of January, April, July, and October.

The Secretary was authorized to prepare, print, and distribute five hundred copies of a circular and catalogue of the school, and to subscribe for one copy of Silliman's Journal, for the use of the school.

The sum of one hundred dollars was placed in the hands of the Principal, for the purpose of purchasing, at his discretion, apparatus for illustrating the principles of chemistry and natural philosophy. This purchase has been satisfactorily made.

The Visiting Committee has made its quarterly examinations, in accordance with appointment, and reported the condition of the school to the Board.

Mr. Kendall entered upon his duties during the second term, and by a quiet, systematic, and persistent course, commended himself to the confidence of those who witnessed, or shared his labors. He brings to the work, not only good intellectual endowments, experience, and executive ability, but a zeal not measured by pecuniary reward;—a devotion to the interests of the school, which cannot fail to inspire his pupils with that self-sacrificing love, which shall serve to lift the profession of the teacher above a sordid ambition. Appreciating the value of music—its power to break the monotony of the school room, cheer the flagging spirits, and invigorate the languid body—he has employed a music teacher at his own expense. Realizing the intimate connection between a sound body and a sound mind, he has inaugurated a gymnasium, the benefits of which are shared in common by the school and the citizens generally. We mention these things, not only as worthy of notice in themselves, but especially as indicating the general temper of Mr. Kendall's administration, and as a guarantee to the public that our Normal School richly merits their confidence, and will, by its efficiency, justify liberal appropriations for its support.

To those who have been familiar with educational movements generally, in this and neighboring States, no argument is required to show the importance of Normal Schools. Where they are best

known, they are most faithfully cherished; but there are many who have little knowledge of them, and who may be indifferent, or, perhaps, opposed to them. Hoping to reach some of these, we submit a few considerations.

1. The educational interest is so vital to the individual and common weal, that the *best methods* known, or to be conceived, are the only ones with which we ought to be satisfied. In grave matters like this, the maxim is surely accepted:—"What you do at all, do as well as you can." This is the wisest economy.

2. The Normal School is not an invention, got up to procure bread for some hungry genius. It *grew* rather. It sprang from the necessities of the great cause of popular education. Intelligent educators saw that devoted teachers became more efficient by experience, and that whatever natural gifts they might possess, teaching was really an art which might be systematically studied under judicious tuition, and made familiar by illustrations. These facts pointed to schools for the preparation of teachers, and we see, even now, that they are fast growing in popular favor.

It is true that some Normal scholars make poor teachers; but no candid mind will allow this as a valid argument against learning to teach. Some teachers are more successful in their first term, than others are after years of experience. But this does not prove that experience is without value. The rule will always be—he who seeks most earnestly to find the best methods, will meet with the best success.

3. Thirty-five pupils attended the school during the last Fall Term. They are supposed to be engaged in teaching now. They are working by their *model*. From the thirty-five schools under their charge, we may suppose there will come seventy teachers, who, though they should not be able to attend the Normal School, will yet be moulded by its spirit and methods in a considerable degree. These thirty-five teachers mingle, also, with others in the profession, both in social circles and educational meetings, so that, whatever excellence they have attained is more or less imparted to their associates, and thus the whole community is benefited, directly or indirectly. As the delicate stringed instrument will respond to the invisible touch of sound, repeating what it heard, so will the souls of earnest workers in the field of education echo the voices that greet them from Normal Halls. These

and other considerations constrain us earnestly to commend the school to all friends of education,—to express the hope that candidates for the office of teacher will avail themselves of its aid, and that Trustees will encourage such, instead of those who grudge the expense of a reasonable preparation for so responsible a calling.

Belonging to the school there is a library containing 1913 volumes, of which 1652 are Text-Books—99 Reference Books, and 162 for general reading, but having special reference to the wants of teachers. There is a good supply of Maps and Charts, and apparatus for illustrating the fundamental and more practical principles of Chemistry, Galvanism and Electro Magnetism. Lessons are also given in Pencil Drawing. With these helps and appliances, under the direction of thoroughly competent teachers we have assurance of a Normal School worthy of the State and of the cause to which it is devoted.

The following disbursements have been made—viz:

For salaries, including those due at the close of the present term, - - - - -	\$1,787 50
For the purchase of apparatus, - - - - -	100 00
Silliman's Journal, - - - - -	5 00
Advertising and Postage stamps, - - - - -	4 50
Expenses of Trustees. - - - - -	47 20
	<hr/>
	\$1,944 20.

Leaving an unexpended balance of a little over \$500—which comes from the school being without a principal for a portion of the present year.

For the Trustees,

JOHN BOYDEN
J. B. CHAPIN.

REPORTS OF SCHOOL COMMITTEES.

PROVIDENCE.

To the Honorable the City Council of the City of Providence :

In rendering the account of their proceedings for the past year, prescribed by law, the School Committee have little that is new to report. They have received the schools from a long line of predecessors, embracing the names of a large number of the ripest scholars, as well as of the ablest and most honored citizens of Rhode Island. These schools, exhibiting as they do, under their present organization, the matured growth of the united wisdom and experience of more than half a century, have been regarded as too valuable a possession to be made the subject of incautious experiment or rash innovation. While the Committee have not hesitated to introduce changes, where changes were clearly demanded, they have preferred that the schools, as by a natural growth, should mould and shape themselves to the wants of the community, and to the requirements of the times, rather than anticipate these. They have been especially careful not to disturb that which was well, until they were sure of being able to substitute something better. Under the control of such a policy, no considerable alterations could be expected within the brief space of a year. By looking back, however, through a period of five or ten years, the Committee have the satisfaction to believe, that evidences of steady and marked improvement will be discovered. This improvement, they think, will be seen in the better accommodations of the school rooms; in the more efficient ventilation which has been secured in some of the buildings; in a more thorough and complete grading and classification of the schools; in the prevalence of higher standards of instruction and attainment in the Grammar Schools, and in the advanced and more efficient condition of the High School.

The arrangements and accommodations of the Bridgham School are, perhaps, as nearly perfect as can reasonably be looked for. It is regarded by those who have visited it, as the model school of New England. In the construction of the building, special provision was made for securing to the several rooms thorough ventilation. Instead of the foul and heated air being simply allowed to ascend and escape by its own buoyancy, it is drawn into a large flue, and carried off—in the winter, through the waste heat of the furnace; and, in the summer, by the action of a ventilator placed at the top of the chimney. This new and far more efficient method of changing the air of the school room, has been extended, with the best results, to such other of the buildings as have, within the last two or three years, undergone alterations allowing of its introduction.

Perhaps a sufficiently good idea of the present standards of attainment in the Grammar and High Schools, may be gathered from the examinations to which the several classes in them have recently been subjected. These examinations were conducted by written questions and written answers. The questions were selected by the Superintendent, and were for the first time made known to the pupils, after they had assembled and were seated at their desks, pen in hand, to answer them. A list of the questions will be found appended to this report, together with the average percentage of correct answers given by the several classes.

As a similar mode of examination has been adopted, within a few years past, in several of our neighboring cities; and as the results of such examinations have very generally been published, an opportunity is afforded of comparing our own with other schools, and of thus arriving at a just estimate of their relative position. Those of the Committee who have sat down to such a comparison, have, on its completion, arisen with increased confidence in our school system, and a higher appreciation of the results which it is each year working out for the city.

For the number of pupils in attendance, during the past year, upon the different grades of schools, and for the alterations made in the school houses, the Committee would refer the City Council to the report of the Superintendent, which is herewith presented, as a part of this report. They would also ask the attention of the City Council to some of the valuable suggestions embodied in that report. They would particularly commend to their consideration

the importance of devising some means of arresting the growing evil, vagrancy,— of gathering from the streets and bringing into the schools the large number of children, which, notwithstanding their costly and beneficent provisions, at present derive no advantage from them. They are aware that the subject is beset with great difficulties, but they deem it one of so grave importance, as to demand the most earnest consideration of the city authorities.

Another important topic adverted to, in the Superintendent's report, is the dependence of the success of the schools upon the interest that is taken in them, not only by the School Committee, but by the parents of the children and by the citizens generally. The whole history of our schools, from their first establishment down to the present time, illustrates this truth. Whenever they have ceased to be prominent subjects of thought and interest, they have retrograded, and the ends of their establishment have been less perfectly answered. Whenever public attention has been specially turned towards them, and the more influential citizens have habitually lent the support of their interest, and presence, and co-operation, they have advanced in character and efficiency, and have yielded a more abundant return for the care and expense of their maintenance. However perfect the organization of our schools,—however complete our school system,—it will not take care of itself. Constant effort,—perpetual vigilance on the part of those who are charged with their management and supervision, is the price that must ever be paid for good schools. Without this, no matter how elevated the character of our schools,—no matter how munificent the provisions for their maintenance,—they will rapidly degenerate, until they at length become little more than a mere routine of barren exercises and forms.

Among the recommendations made by the town council to the teachers of the public schools, on the occasion of their first opening, just sixty years ago, are the following:—"That they endeavor to impress their pupils with a sense of the Being and Providence of God, and the obligation they are under to love and reverence Him; their duty to their parents and masters; the beauty and excellence of truth, and justice, and mutual love; tenderness to brute creatures; the happy tendency of self-government, and obedience to the dictates of reason and religion; the observance of the Sabbath as a sacred institution; the duty they owe their country, and the necessity of obedience to its laws; and that they caution them

against the prevailing vices." The committee wish that every teacher, and every parent, and every committee-man, and every one connected with the schools, could be baptized into the spirit of these recommendations. They fear, that in the greatly enlarged courses of instruction, and amidst the conflicting claims of so many different studies, the primary and paramount object of all education,—the formation of character,—is too much lost sight of. It should ever be remembered, that our schools were established, and are maintained, not to make grammarians, and arithmeticians, and geographers, but intelligent, upright and worthy citizens; not to rear historians, and philosophers, and scholars, but honorable, high-minded, and large-hearted men and women. It is only by keeping this,—the noble end of education,—constantly in view, that either school teacher or school committee-man, will comprehend and feel the responsibility and true dignity of his office.

Respectfully submitted.

For the Committee,

GEORGE I. CHACE,
WILLIAM C. SNOW,
GEORGE B. PECK.

EXTRACTS FROM THE QUARTERLY REPORTS OF THE SUPERINTENDENT.

PROVIDENCE, MAY 4, 1860.

To the School Committee of the City of Providence:—

GENTLEMEN:—I am happy to report the continued and undiminished prosperity of all our schools. No material changes, either in their internal and external condition, have occurred, during the past term. From the examinations of the different grades of schools, recently held, there is abundant evidence that the pupils generally are making commendable proficiency in the several studies. The High and Grammar Schools have already attained to such a degree of excellence, that but little improvement can reasonably be expected in a single term. We are not, however, to rest satisfied with any degree of excellence to which any school may be advanced, however great it may be; but we should aim to

elevate them, by all judicious and liberal means, to the highest point of perfection that can be reached.

Our Primary and Intermediate Schools should receive our first and special attention. These may be rendered far more efficient and thorough than they are at present. In many of them, the classification of the pupils, according to the schedule, has not been fully made. There is observable, in some of our schools, a want of exactness and precision in the instruction given. Many teachers follow too closely the old beaten track,—the mechanical routine of daily recitations.

They do not attempt to interest their pupils by varied and familiar illustrations, adapted to their tastes and comprehension. They seem not to understand that the young seldom retain long the remembrance of anything that does not awaken pleasing emotions, unless it be impressed on their memories by frequent and almost daily reviews. So that it is often to be remarked, that much that was learned at the beginning of the term, is forgotten before its close. One thing, and only one, should be taught at a time, and this should be taught thoroughly. This is particularly the case in teaching reading. The attempt to instruct pupils, as is now often the case in our lower grade of schools, in articulation, enunciation, modulation, emphasis, and the higher qualities of the voice, at one and the same time, is perfectly absurd. Too little time is now spent in training the voice to a clear, distinct and rapid enunciation, which is the first and most important characteristic of good reading. As soon as pupils can pronounce imperfectly a few short, easy words, they are required to attempt to read sentences from a reading book, which they do in a most bungling manner, hesitating at almost every word. This practice should be discarded from our primary Schools. It is equally as absurd as it would be for a teacher of music on the pianoforte to require his pupils, as soon as they could strike two or three notes correctly, to begin to practice some difficult piece of music.

The difference between the best and the poorest in our Intermediate and Primary Schools, is very marked and striking. While some have reached a very high degree of excellence, others are far below what they ought to be. In some instances, there are causes operating to the injury of a school which it is difficult to remove; but in general the success of a school depends upon the faithful efforts of skillful and experienced teachers. Results al-

ways show the amount of work faithfully performed. The schools that have received the most attention from members of the committee and parents, are uniformly the best. Both teachers and pupils are benefited by frequent visits from those interested in their work.

It is a common error, especially with inexperienced teachers, that they govern too much. They adopt too many rules for the government of their schools, and these are too precise and definite. Where everything is to be done by a specific rule, and the slightest deviation is regarded as an offence, these must be almost innumerable, and a large part of the teacher's valuable time must be required in examining cases of discipline, and in administering the prescribed penalties. For every law must have its appropriate penalty, and when broken, this must follow as a necessary consequence, or the law becomes nugatory and worthless. This is an universal principle, and is as applicable in the school room as elsewhere.

A teacher is always embarrassed by a multiplicity of rules. There are some schools in which a pupil cannot drop a book or pencil, or turn his head, or even smile, without incurring some mark or check for a misdemeanor. These occur so often that it is frequently impossible for the teacher to keep a correct account of them. And when a pupil has received a certain number of marks or checks, as they are called, he is summoned to the teacher's desk to receive corporal punishment. In a majority of cases, this disobedience of the pupil is the result of carelessness or inattention, and not a wilful disregard of the teacher's commands. Corporal punishment ought never to be inflicted under such circumstances. It would be an outrage upon the pupil's sense of justice, and would arouse within him a spirit of obstinacy and rebellion.

It is universally true, or nearly so, that, that school is the best governed in which there are the fewest rules, and where these refer to general principles of conduct, and not to particular acts.

There is a practice which has grown out of this multiplicity of rules, and which is becoming quite common in our schools, that cannot be too severely condemned. I refer to what is called the self-reporting system. Where trivial and petty offences are numerous, the teachers feel compelled to require the scholars to keep an account of their own checks or demerit marks, and to report them

at the close of the school. This is directly leading them into temptation. It places before them the strongest inducements to deceive. It virtually offers a premium for lying. It lessens the sacred regard for truth, which is the first and most essential element of moral character. It is better, a thousand times, that a pupil be deficient in some daily lesson of his class, or transgress some petty rule without its being known, than to make one false report, or to equivocate, or even to hesitate a moment in regard to what is strictly and sacredly true. No intellectual good, however great, ought to be purchased by the sacrifice of moral principle. Under such a system as this, the truly conscientious pupil, who always reports the truth, must have his offences recorded in a note book, and at length be punished for acts that have not really disturbed the school, and many of which would not have been known without his honest confession; while others, whose consciences are less sensitive, or who have become expert in concealing their faults, escape altogether. I am aware that there are some teachers of long experience, who contend for the self-reporting system, as a valuable auxiliary in school government. There may be schools where the moral sense has become so cultivated and trained, that it would be perfectly safe to appeal to the consciences of pupils without endangering their integrity; and there may be some pupils in all schools who would report correctly every fault and every failure of lesson, when required. But such schools are rare, and the teachers who can elevate all their pupils to such a standard of moral excellence, seldom found.

Under careful and vigilant teachers, pupils may sometimes be allowed, with safety, to keep an account of their perfect and imperfect lessons; but they should always report at the end of each recitation, whilst the teacher is able to correct any mistakes that may occur.

The best interests of our schools demand that we have some more definite and exact method than we have at present, of determining the precise time that each pupil spends in each of the classes and grades of our schools; so that when a pupil is not promoted from class to class, and grade to grade, at the prescribed time, it may be known where the fault is. In this way, each principal and assistant teacher can be held strictly accountable for their classes each term; and not only for the amount of work, but for the manner in which it has been performed. It now frequent-

ly happens, that pupils spend three or four years in the Primary and Intermediate Schools, when they ought to pass through them in two and a half years or less; and some spend five, and even six years, in the Grammar Schools, when they ought to complete their studies in them at least in four years. If each teacher was required to report, at the end of each term, the names of the scholars that have been in any one class or grade longer than the required time, and the reasons why they have not been promoted, this evil would, in some measure, be remedied.

Some of our best and most experienced teachers have left the High and Grammar Schools, and have accepted appointments in other places, where their services are more liberally compensated. This has been a serious injury to our schools, though their places have been well supplied, and in the best manner they could be, with the means the committee have had at their disposal; yet a long time will be required to bring these schools to that degree of excellence they had attained before the change. The value of the services of good teachers increases in a geometrical ratio with their experience. The highest success of every teacher must ever depend upon his knowledge of the peculiar traits of character and dispositions of his pupils, and this can be gained only by careful study and personal observation. Teachers possessed of the highest literary attainments often fail in their work. The rarest qualification, and the one of the most value, is a certain tact and skill which can be acquired no where but in the school room, and consists mainly in disciplining a school without apparent effort,—in exciting a laudable ambition by proper motives in each pupil, and in so presenting truths to the youthful mind, with such accuracy of statement, and such pertinent illustrations, that they may be readily apprehended and permanently retained.

A true teacher will never torture or wound the feelings of his pupils by unnecessary punishment or undeserved ridicule. He will govern more by judicious praise and encouragement, than by the fear of bodily pain. A fretful, fault-finding teacher, who is constantly making sarcastic remarks and invidious comparisons, or who is in the habit of holding up some unfortunate scholar to the ridicule of his companions, will most assuredly fail in his important work.

There can never be a school of the highest excellence, without a hard working teacher, one who is not only diligent in the

school room, but in the preparation for its arduous duties. A teacher must engage in his work with his whole soul. Nothing should be allowed to distract his thoughts or divert his attention while in the school room; but his entire time should be sacredly and conscientiously devoted to the school. If a teacher has an indolent and sluggish manner, and is apparently indifferent to the high responsibilities he has assumed; if he regards his work as a drudgery, from which he is anxious to be released, rather than a solemn duty, most unfortunate will it be for the pupils entrusted to his care.

There is still a large number of children that ought to be in school, who are receiving the principal part of their education in the street. On almost any pleasant day, hundreds may be seen in different parts of the city, devising all manner of mischief, and annoying those that are going to and from school. Is there not some way that can be devised, to abate this growing evil? Is it not by far the wisest policy and the most humane to prevent crime, by removing the temptation, rather than build houses of correction, to punish or reform the criminal?

Increased accommodations have been furnished in wards one and five. The house on Richmond street has been enlarged, by making it three stories high and by adding fourteen feet to its length, and by so changing the internal arrangements as to make six rooms, accommodating from 360 to 420 pupils. The house on Scott street has been lengthened, and divided into four rooms instead of two. The Walling street house has been raised one story, and also finished with four rooms. These houses are now commodious and comfortable, and are the best ventilated of any in the city.

A building that has for a long time been much needed has been erected in the rear of the High School. It is intended to furnish the pupils with a suitable place for regular, systematic exercise. We regard this as one of the most valuable acquisitions that has ever been made to the High School.

The subject of physical training is now receiving from the friends of education, more consideration than in any previous time in the history of our country; and its paramount importance is now urged in almost every educational journal, by appeals to our humanity, and by an array of the most startling facts. In some

of our large cities, gymnasiums or places for exercise are in process of erection, in connection with all their schools.

But few parents are aware how much injury they are causing to our schools, by withdrawing their children before the close of the summer term. This practice is now quite common and fashionable, and is a very great hindrance to that highest success at which teachers and friends of education constantly aim. Why is it the children cannot be kept at school, in the summer term, as long in Providence as in other cities? Elsewhere, schools continue, with scarcely diminished numbers, until nearly the end of July. Why is it that the prosperity of our schools should be so much retarded, and the best efforts of all who are devoted to their interest thwarted by a practice so unwise and so unnecessary? It certainly cannot be on account of the unhealthiness of the city, for there are but few, if any, more healthy cities in the Union.

Would it not be wise to adopt some rule, requiring all pupils who leave school, except for sickness or some urgent necessity, before the close of our term, to pass a satisfactory examination on all the lessons learned by their classes, before they are allowed to resume their places in them.

Our schools would be far more efficient and successful, did parents more generally co-operate with teachers, in their arduous labors, and did they confer with them confidentially, on all matters relating to the school. Much injury is often done by parents, in being too ready to listen to the exaggerated reports of aggrieved pupils. A due regard to the best interests of their children should lead them to examine carefully and prudently before proceeding to pass judgment in any particular case.

The first classes in the Grammar Schools, and all the pupils in the High School, have been examined with written questions. The results of this examination are highly satisfactory, evincing thorough instruction, on the part of the teachers, and diligent and persevering efforts of the pupils. The questions that were submitted are more difficult, and the percentage of correct answers greater, than in any previous year.

We have now 22 Primary Schools, with 3140 pupils and 48 teachers; 18 Intermediate, with 1973 pupils and 38 teachers; 7 Grammar, and 43 teachers, and 1 High School, with 8 permanent teachers, and 272 pupils. The average number for the year in the High School, has been more than 300. About 120 will be re-

ceived into the High School at the beginning of next term. The whole number of teachers is 137. The number of pupils admitted is 7352, which is the largest number that has ever been connected with our schools at one time.

PROVIDENCE, NOV. 23, 1860.

To the School Committee of the city of Providence :

GENTLEMEN—It is made the duty of the Superintendent to report at each quarterly meeting of the Committee, the condition of the several schools of the city, and to suggest such plans for their improvement as he may deem advisable. The following report is submitted in accordance with this requirement :

In speaking frequently of schools whose character and condition are nearly uniform from time to time, there must of necessity be a great similarity in the language and words employed, otherwise a true description of the schools could not be given.

It is also a far more pleasant duty to point out excellencies than to indicate defects—to speak in terms of unqualified praise instead of merited censure. Most prefer to listen to the flattery of an enemy rather than to the gentle rebuke of a friend.

It would afford me much pleasure at this time to dwell on the many excellencies of most of our schools, especially of the High and Grammar Schools, and I might do this with strict justice, for I have never seen them in so good a condition as they are in at present. But this would furnish no information new to the Committee, nor would it embody any plan for their future improvement. I proceed, therefore, to speak of some of the more prominent defects in our schools. Some of them I have alluded to on former occasions, which still continue to exist. In some of our Intermediate and Primary Schools the method of teaching may be much improved. At present it is too mechanical. There is too much of a regular routine from day to day, and there is too little variety to interest and to awaken thought in the pupil. There is too great sameness and monotony in concluding a recitation. Every thing appears to be fixed and stereotyped. There is also sometimes observable a want of precision and exactness in the instruction given. Pupils often read in a careless, drawling man-

ner, giving but little attention to the sense or the meaning of the words, and not a few read from memory and not from sight, and succeed quite as well, whether they are looking on or off the book. There is no principle better established in teaching than this: That whatever a child does in school should be done in the very best manner possible, and his attention should be directed to one thing at a time and only *one*. And when a class recites, whatever the lesson may be, each member of the class should give his undivided attention to the recitation of each pupil. This is a requirement that no good teacher will neglect to enforce.

I have often spoken of the absurd practice of attempting to teach children to read easy sentences, before they can pronounce readily and correctly words at sight. I am fully convinced that this method should be abandoned. It is preposterous in the extreme, and leads to the formation of habits that are seldom eradicated through life. I should much rather undertake to instruct a child to read distinctly and fluently, that could not name one of the letters of the alphabet, than take one that had been allowed for months, and even years, to read in a halting, stumbling manner, such as we sometimes hear in our own schools. When children are required to read sentences before they can pronounce words without hesitation—they must of necessity stop after each word to think how they shall pronounce the next. In some of our schools the method I have repeatedly recommended has been adopted, and with such manifest good results as must, I think, satisfy the most sceptical.

The most essential and important requisite for a good school is, the teacher must love his employment, and must enter upon his duties with a high sense of the responsibility he assumes. The trust devolving on him, he must regard as sacred, and ought not and cannot be trifled with. As he enters his school room he should feel that the impression he makes on the minds of his pupils will remain forever uneffaced, that plants of immortal growth are committed to his culture, and whether they shall bloom with the fragrance of virtue, will depend very much, if not mainly, upon his faithfulness and his care. As teachers hold the responsible place of parents to their pupils, when in school, they should discharge all their duties both in school and out, with the sympathy and warmth of parental love. Nothing should be neglected which a parent's affection would quickly discover and provide for.

But if teachers are not interested in their work—if they are habitually late at school, and enter upon their labor with evident reluctance, regarding it as a drudgery, from which they are anxious to be relieved—if they manifest their want of devotion to their duties, by an impatient, fretful, fault-finding spirit, sighing for the hour for the school to close—and often closing it before the time—if they are in the habit of carrying to the school room a daily newspaper or the latest novel which they may snatch up, from time to time, to beguile their wearisome toil, if they allow their pupils to remain in the yard at recess two or three times as long as is allowable by the by-laws, and lock the school-room door, lest they should be interrupted in their reading or sewing, most unfortunate will it be for the children entrusted to their care. I regret that I am obliged to say that such things have happened in some of the schools of this city. A public rebuke, perhaps, will be sufficient to remedy the evil.

Some teachers seem to regard the recess as intended mainly for their benefit, when they can rest from their weary toil. Such make a most lamentable mistake, for if they should ever exercise watchfulness and care, it is when children mingle together in the yard in their play and in their sports. The chief evils attending our public schools are met with here. The coarse, vulgar and sometimes profane language, is heard here. It is here that the young are in danger of the pernicious and corrupting influences of the older and impure. Teachers should therefore guard against these evils with unremitting vigilance. A constant supervision is necessary, that young children receive no injury in playing with those more robust and stronger than themselves. Special attention is also requisite to prevent the boisterous and unnecessary noises that are sometimes heard in the school-yard, seriously annoying the neighborhood. The sports of children need not be checked, but unless there is some limit to the outburst of feeling, our schools will become nuisances to those who should be most deeply interested in their welfare.

Every part of the school premises should be examined daily by the teacher, that there should be no mark, or word, or trace of anything that would cause the most sensitive and pure mind to blush. Every teacher competent to govern a school well, can, with such assistance as they can always obtain, prevent every impropriety of whatever kind around the school building. It is for

the School Committee to say, emphatically, whether they will hold the teachers strictly responsible for the discharge of this duty. There are none more important for the highest welfare of our schools.

There is another inquiry that should be seriously urged upon the attention of teachers, and that is how they can best improve the morals and manners of their pupils. This, I fear, is too much neglected. Most of the habits of early youth remain fixed and permanent; a teacher therefore, should be a model for the whole school in everything that pertains to the courtesies and refinements of the highest Christian culture. Nothing should ever be allowed in a school, either in language or deportment, that would be unfitting in a drawing-room. Teachers cannot be too careful in the choice of their language when addressing their pupils. In their intercourse with them, they should be courteous and dignified—gentle but firm. Vulgar expressions and sarcastic reproofs should be most studiously avoided. They are disgraceful in any teacher. No one who cannot govern himself is fit to have the control and management of the young.

The subject of physical culture is also deserving of the serious attention of this Committee. I have often urged its surpassing importance in a system of public education. At the last quarterly meeting of the teachers, Dr. Lewis, of Boston, was invited to lecture before them on this subject. So great was the interest awakened by this lecture, that about one-half of the teachers of the city united and engaged Dr. Lewis to instruct them in his admirable system of physical training. They meet twice a week for this purpose. Would it not be wise to refer this subject to a special committee, to recommend some way by which systematic physical training can be introduced into all our schools.

It becomes my duty to bring again to the attention of the Committee the lamentable fact that there are now hundreds of youth in this city, between the ages of five and sixteen, that are not in the habit of attending any school, and are growing up without any regular employment, in ignorance and vice. Cannot some way be devised to remedy this growing evil? Is not this worthy the attention and examination of a special committee?

The evening schools have commenced with the most flattering prospects of success. Four schools were opened at first, but the

crowd of applicants was so great that two additional schools were provided, and these are now quite full, and are accomplishing a great work. There are hundreds more clamorous for seats, but there is at present no room. As the schools in former years have diminished very much after a few weeks, it is, I think, inexpedient to furnish additional accommodations.

There have been received this term, into all the schools 7517 scholars. The primary schools have admitted 3329. The intermediate 2000. The grammar 1884, and the high school 304.

All which is respectfully submitted,

DANIEL LEACH, Sup't Public Schools.

HIGH SCHOOL.

QUESTIONS FOR EXAMINATION OF THE BOYS' SENIOR CLASS—CLASSICAL DEPARTMENT.

Questions in The Anabasis.

1. Translate from section 18th, chapter 1st, Book II, to chapter 2d.
2. What is the force of the preposition in *upégeto*?
3. Give the composition and analysis of *eúlpides*.
4. Why has *Tis* no accent? Give the list of enclitics.
5. Compare *áxioi*. What is the quantity of the penult throughout? Give the rule.
6. Form *Apaggelô* from the root. What kind of verb? Give the reason.
7. *Basilei*. Why perispomenon? Compare *ámeinon*.
8. Why is *ciesan* in the optative mode?
9. At what place were they now encamped?
10. What was the cause of this expedition?

Questions in Virgil.

1. Translate five lines from 588th, Book III.
2. What is the Mythical History of *Aurora*? What figure is here used?

3. Give the distinctions between *Vir* and *Homo*.
4. Translate ten lines from 641st, Book III.
5. What is the gender of *Ubera*? with the rule.
6. Conjugate *Claudit*, giving its four participles.
7. Give the gender, and declension, of *Domos*. Decline it. Also give the syntax of *Lumine*. Rule for the gender of *Lumine*.
8. Translate four lines from 86th, Book IV.
9. Conjugate *Pendent*. Also, *Assurgunt*. Give the peculiarity of the former, and the number of verbs of the same class.
10. At what time of the year did *Æneas* arrive in Africa? Relate the cause of his shipwreck.

Questions in Algebra.

1. Define Quantity.
2. Define an Algebraic Fraction.
3. Reduce $x - \frac{ax+x^2}{28}$ to the form of a Fraction.
4. What is the root of a quantity?
5. Represent the Reciprocal of " $x+y$."
6. Define the symbols 0, ∞ , $\frac{0}{0}$.
7. Write a polynomial; a homogeneous; and of the third degree.
8. Solve the following:— $3x + \frac{6x-d}{8} = x+a$.
9. Solve the Problem 16th, page 87.
10. Define Elimination, and give the several methods by the solution of the following equations:—

$$\left\{ \begin{array}{l} x + \frac{1}{2}y + \frac{1}{3}z = 32 \\ \frac{1}{3}x + \frac{1}{4}y + \frac{1}{5}z = 15 \\ \frac{1}{4}x + \frac{1}{5}y + \frac{1}{6}z = 12 \end{array} \right\} \text{ to find } x, y \text{ and } z.$$

Questions in Latin Grammar. (SECOND CLASS.)

1. What is the quantity of the penult of *major*? and why?
2. Divide *mihi* into syllables, and give the rule for such division.
3. Give the authority for the pronunciation of the penult in *agger*.
4. Give the rule and exception for dividing *radius*.
5. What is a material noun?

6. What is the gender of *Corinthus*? and why?
7. Decline *Bos*.
8. Form the genitive of *Vox*, and give the rule.
9. How many nouns of the 5th declension want the plural altogether?
10. Give the authority for the pronounciation of *Persia*. For *Aspasia*.

Questions in Greek Grammar.

1. What is meant by the vowels *a, i, u*, being doubtful.
2. *árretos*. Rule for the second *r*, and the rough breathing.
3. Give the division of *Mutes* in their order.
4. Mention the consonants which may only stand at the end of a genuine Greek word. What is the only exception?
5. Change *léleipmai*, and give the rule.
6. Give an example of a word which is long by nature, and by position.
7. Accent *Timesai*, and give the rule.
8. Define an *enclitic*, and give the list.
9. What diphthong is never augmented.
10. Augment *aitéo* in the imperfect. Form the present participle from the root of its verb *eimi*.

Questions in Anabasis. (SECOND CLASS.)

1. Translate from section 2d, Book I, to section 5th.
2. Analyze *Paron*. Give the root, and form the present participle from it.
3. Conjugate *atúgchane*. Form the theme from the root, and illustrate all euphonic changes.
4. Give the rule for the circumflex accent upon the ultimate of *archés*.
5. Conjugate *labón*. Give the root, and synopsis.
6. What conjunctions may stand at the beginning of a sentence.

7. Give the root, conjugation, synopsis, and the syncopation of the verb *Apelthe*.
8. Compare *Mallon*. Give the rule.
9. Give the synopsis of *Bouleuetai*.
10. *Adelpho*. What is the reason for the Perispomenon?

Questions in Cicero.

1. Translate from chapter 6th to chapter 7th, in the first oration.
2. Conjugate *Inusta est*. What is its subject? What ancient custom is here alluded to?
3. How many nouns besides *Rerum*, are not defective of the same declension? How many nouns in all of this declension?
4. Compare *Superioris*. Give the rule for comparison of adjectives?
5. In what respect is *Facem* defective?
6. Give the genitive singular of *Idibus*: on what day of the month did they fall?
7. Form the genitive singular of *facem*, and give the rule. What is its root? What allusion in *facem*?
8. What verb is to be supplied after *Quid Vero*? Would you supply the same verb in *Quid Tum*?
9. What is meant by *Novis Nuptiis*? What was the character of the woman? What murder was committed to gain this object.
10. What particular obligations were met at *Proximis Idibus*?

BOYS' SENIOR CLASS—ENGLISH AND SCIENTIFIC DEPARTMENT.

Intellectual Philosophy.

1. State the nature of the truths from which we proceed in reasoning.
2. Define a sophism; give an example, and show wherein consists the fallacy.

Is the following a sophism, and why?

Food is necessary to life.

Corn is food; therefore

Corn is necessary to life.

3. Is all reasoning by syllogism?

Illustrate by the 47th Prop., 1st Book, Euclid.

4. State the rules which must govern us in the reception of circumstantial evidence, and illustrate by an example.

5. What is *Reasoning from Analogy*?

Give an example, and reduce the reasoning to a syllogism.

6. How far does Mathematical study improve the reasoning faculties?

7. State the connection between *Imagination* and *Abstraction*.

8. State some methods of improving the Philosophical Imagination.

9. Define *Taste*.

10. How may Taste be improved?

Astronomy.

1. State the arguments for the rotation of the Earth, derived from the *Variation of the weight of bodies in different latitudes*.

2. Define the *circle of perpetual apparition*, and the *circle of perpetual occultation*. How large are these circles for our latitude?

3. Define *Azimuth*, *Amplitude*, *Altitude*, and *Zenith Distance*.

4. Define *Declination*, *Right Ascension*, *Celestial Latitude* and *Longitude*.

5. What is the length of the year, and how may it be determined?

Give the *Gregorian Rule*.

6. Describe the Earth's orbit.

Define *Perihelion* and *Aphelion*.

Give *Kepler's three Laws*.

7. Give the theory of the *Solar Spots*.

8. Describe Solar and Lunar Eclipses, stating their causes and their phenomena.

9. What planets are subject to *phases*, and why are not all planets?

10. State two peculiarities of the satellites of Uranus, with regard to their motion.

Trigonometry.

1. Explain the method of finding the powers and roots of numbers by logarithms.

2. Define *Sine*, *Tangent*, *Cosine*, *Cotangent*, and *Secant*.

3. Enunciate and demonstrate *theorem 2*.

4. Enunciate and demonstrate *theorem 3*.

5. There are six parts to every triangle, viz.:—three sides and three angles. How many and what parts must be given to find the remaining parts? How many and what cases will therefore occur?

6. $A = 49^\circ 25'$
 $C = 63^\circ 48'$
 $AB = 275$ } given, to find the remaining parts.

7. $AB = 532$
 $BC = 358$
 $C = 107^\circ 40'$ } given, to find the other parts.

8. At a certain distance from a tower, at the point A, the angle of elevation of the top of the tower, is $27^\circ 29'$. I measure from this point, in a horizontal line from the tower, a base line to B, the distance of 975 yards. At this point the angle of elevation is $15^\circ 36'$. What is the height of the tower?

9 and 10. Wanting to know the distance between a house and a mill, which were separated from me by a river, I measured a base line, AB, 300 yards, and found the angle $CAB = 58^\circ 20'$, $CAD = 370$, $ABD = 53^\circ 30'$, $DBC = 45^\circ 15'$. What is the distance from the house to the mill?

Geometry.

1. Demonstrate Prop. IX, Book First.

2. Demonstrate Prop. XXXI, Book First.

3. Demonstrate Prop. IV, Book Second.

4. Demonstrate Prop. V, Book Third.

5. Demonstrate the following proposition:—In the same circle, or in equal circles, two equal cords are equally distant from the centre; and of two unequal cords, the less is at the greater distance from the centre.

6. Demonstrate Prop. II, Book Fourth.

7. Demonstrate Prop. XI, Book Fourth.

8. Demonstrate the following theorem:—The line which bisects the vertical angle of a triangle, divides the base into two segments, which are proportional to the adjacent sides.

9. Demonstrate Prop. V and cors., Book Fifth.

10. Demonstrate the following theorem:—The area of a regular polygon is equal to its perimeter multiplied by half the radius of the inscribed circle.

BOYS' JUNIOR CLASS.

Latin.

1. Translate:—Anno regni tricesimo septimo, quum exercitum lustraret, inter tempestatem ortam repente oculis hominum subductus est. Hinc alii eum a senatoribus interfectum, alii ad deos sublatum esse existimaverunt. Post Romuli mortem unius anni interregnum fuit. Quo elapso, Numa Pompilius curibus, urbe in agro Sabinorum, natus rex creatus est. Hic vir bellum quidem nullum gessit; nec minus tamen civitati profuit.

2. Parse *eum*. Give the principal parts of *interfectum* and *sublatum esse*, and tell of what words they are compounded.

3. Decline *deos*; the singular of *alii*, and name the other adjective so declined; decline *hic* and *vir*.

4. Parse *quo* and *elapso*.

5. Give the rule for the construction of *Curibus*; of *urbe*; of *rex*; of *civitati*.

6. Give the principal parts of *natus*, *creatus*, *est*, *gessit*, *profuit*.

7. Translate:—Quum Priscus Tarquinius occisus esset, Tanaquil de superiore parte domus populum allocuta est, dicens; regem grave quidem sed non letale vulnus accepisse; eum petere, ut populus, dum convaluisset, Servio Tullio obediret.

8. Give the principle parts of all the verbs in the above sentence.

9. Of what words is *occisus* compounded? Compare *superiore*. Decline *domûs*, and distinguish between the meaning of the two genitive forms.

10. Give the rule for the case of *regem*; of *Servio Tullio*; for the mode of *convaluisset*; of *obediret*.

Algebra.

1. Remove the parentheses in the following expressions:
 $a+(-b)$, $a-(-b)$, $-x(-a+b+c)$.
 State and explain the rule for the signs in Multiplication.
2. Divide $x^6-16a^3x^3+64a^6$ by $x-2a$.
3. Define a *fractional unit*; a *fraction*; the transformation of a quantity.
 Add $3+\frac{2a}{x}$, $5-\frac{3a-2x}{x}$, $7+\frac{x-a}{a}$.
4. Multiply $c+\frac{cx}{c-x}$ by $\frac{c^2-c^2}{x+1}$.
5. Define an equation; the members of an equation; an equation of the first degree; numerical and literal equations; an *axiom*; transposition; state, explain and illustrate the rule for transposition.
6. Solve the following problem:—"There are two numbers in the proportion of $\frac{1}{4}$ to $\frac{3}{8}$, which, being increased respectively, by 6 and 5, are in the proportion of $\frac{3}{8}$ to $\frac{1}{4}$; required the numbers."
7. In the equations, $\frac{3x}{5}-y=11$, $x+\frac{y}{6}=37$, find the values of x and y by each of the methods of elimination.
8. Define a radical quantity; define and illustrate similar radicals. Divide $\frac{1}{2}\sqrt{\frac{1}{2}}$ by $\sqrt{2}\sqrt{3}\sqrt{\frac{1}{2}}$.
9. Complete the square in the equation, $x^2-\frac{7x}{10}=244\frac{1}{2}$.
10. What is the equation whose roots are 43 and $-42\frac{3}{4}$?

English Grammar.

1. Parse "having visited," in the sentence,—“One may well be proud of having visited the Holy Land.”
2. Parse "weasel," in the sentence,—“We found an animal called a weasel.”
3. Define an element of a sentence.
4. Analyze "What to do was still undetermined;" and parse "what" and "to do."
5. Analyze "Who so safe as I?"
6. Analyze "The king has accepted this constitution, knowing beforehand that it will not serve; he studies it in the hope that it will be impossible to be executed."
7. Correct the sentence,—“By chance the water of the Tiber had overflown its banks.”

8. Correct the sentence,—“When the conquerors arrived, the foe had already flown.”

9. What is meant by *abridging a proposition*?

10. Give an example of a complex sentence abridged to a simple one.

Latin Class in Algebra.

1. In $\frac{27a^{-4}b^{-3}c^{-1}d}{3a^4b^{-6}c^{-8}d^2}$ get rid of negative exponents.

2. Define the Greatest Common Divisor, and the Least Common Multiple. Find the Greatest Common Divisor of $4c^2 + 4bc + b^2$ and $4c^2 - b^2$. Find the Least Common Multiple of $8x^2(x-y)$, $3a^4x^2$, $12axy^2$.

3. Explain and illustrate the rule for Division of Fractions. Divide $\frac{a-b}{a+b}$ by $\frac{a^2-b^2}{a^2+2ab+b^2}$.

4. Solve the equations:— $x\frac{4x+8}{6}=8$; $a+\frac{1}{x}=b-c+\frac{d}{x}$.

5. Solve the problem:—“In the composition of a quantity of gunpowder, $\frac{3}{4}$ of the whole, plus 10 pounds, was nitra; $\frac{2}{3}$ of the whole, plus one pound, was sulphur; and $\frac{1}{2}$ of the whole, minus 17 pounds, was charcoal; how many pounds of gunpowder were there?”

6. Define Simultaneous Equations; Elimination; name all the methods of Elimination.

7. Write the 12th power of $a-b$, and state the four things to be considered in the process, with all the principles by which they are governed.

8. Add $\sqrt{a+x}$, $\sqrt{ax^2+x^3}$, $\sqrt{a^3+3a^2x+3ax^2+x^3}$.

9. Extract the square root of $m^2+2m-1-\frac{2}{m}+\frac{1}{m^2}$.

10. Without completing the square, obtain the roots of equation:— $\frac{2x+8}{10-x}=\frac{2x}{25-8x}-6\frac{1}{2}$.

History.

1. Give an account of the adventures of Richard Cœur de Lion.

2. In whose reign was the papal power first abolished in England? Tell the circumstances which led to this abolition of papal supremacy?

3. Name the sovereigns of the Tudor family, and their relation to each other.
 4. What are the distinguishing characteristics of the reign of Elizabeth?
 5. In what century did Charlemagne reign, and for what was he distinguished?
 6. In whose reign did Cardinal Richelieu live, and for what is he noted?
 7. Name in order the kings of Rome, and tell the events which led to the expulsion of the royal family.
 8. Give an account of the civil war between Sylla and Marius.
 9. What renders the Augustan age illustrious?
 10. To what races did Alaric and Attila belong? Describe the exploits of each.
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GIRLS' HIGH SCHOOL.

QUESTIONS FOR EXAMINATION OF THE SENIOR CLASS.

Questions in Paley's Natural Theology.

1. Give some account of the author of this work.
2. What is the design of the work, and how is this design executed?
3. Mention some instance of contrivance seen in the bodies of insects.
4. How does contrivance show the personality of the Deity?
5. State the "theory of appetencies," and show wherein it coincides with atheism, and wherein it differs from it.
6. Name and define the natural attributes of the Deity, and state briefly the grounds on which some of them rest.
7. What is the natural argument for divine benevolence?
8. How may we reconcile the creation of venomous animals, and animals of prey, with the goodness of the Deity?

History of the English Language.

1. Give the derivation and applications of the word "language."
 2. Mention various opinions respecting the birthplace of language.
 3. What are the advantages arising from the study of the English language?
 4. Show that the tendencies of civilization are toward a unity of language.
 5. What is the position of the English language relative to the other languages spoken by the human race?
 6. To what extent was the Latin element introduced during the occupation of Britain by the Romans?
 7. Give some account of the introduction of the Saxon element.
 8. To what classes of objects are Anglo-Saxon words applied?
 9. What is the proportion of Anglo-Saxon words in our language, and what is their proportion among our words in common use?
 10. State the probability of the English becoming the universal language.
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Milton's Paradise Lost.

1. Who were Milton's literary cotemporaries, and what distinguished writers immediately preceded him?
2. What does Macaulay say of the age in which Milton lived, and was the age one favorable to poetry?
3. Give a summary of Addison's criticism upon *Paradise Lost*.
4. How does Johnson's criticism differ from Addison's?
5. Give an outline of the first book.
6. Analyze five lines, commencing with the 84th in Book I, showing how many words are of Saxon origin; how many from the Latin and other sources.
7. Give the figures by which Milton illustrates the numbers of Satan's host; analyze and compare them.
8. Give the distinction between the words "happy" and "joyful."
9. Give the primary signification of the words "chivalry," "astonishment," and "virtue."
10. Give the derivation of the words "God," "man," "house," "couch," "tree," "fruit," "Satan."

French.

I. GRAMMAIRE APPLIQUEE.

1. Dictée ; la Poesie (*Sonnet*) par Agenor Brady.
2. Analyses la phrase suivante :—

On peut douter de certains deuouements, le mien est visible.

II. TRADUCTION.

3. Traduisez en anglais la page 190 de ; Un Philosophe sous les Toits : la Patrie.
4. Rendez en français la page 13 d' Intellectual Philosophy.

III. HOMONYMES.

5. Donuez les homonymes de :—
aimant, alene, amande.
6. de :— Bal, Banc, Balai.
7. de :— A.

IV. SYNTAXE.

8. Donnez les regles concernant le mot *même*.
9. Donnez les regles concernant le mot *Tout*.
10. Donnez les regles concernant le mot *Chaque*.

Latin—Virgil's Æneid, Book I.

1. What were the seven pictures seen by Æneas, in the temple of Juno at Carthage ? .
2. Translate, commencing " Quarles in Eurotæ," 498th line as far as " futuris."
3. Translate, commencing " Quod genus," 539th line, as far as " nefandi."
4. Translate, commencing " Restitit Æneas," 587th line, as far as " honores."
5. Translate, commencing " Obstupuit primo," 613th line, as far as " oris."
6. To what popular belief is allusion made in the 568th line ? Explain the relation of this line to those preceding.
7. Parse " ansus," " confidere," and " rebus," in the 452d line.
8. Parse *tunsæ* pectora palmis," in the 481st line.
9. Parse " mihi," in line 574, and " afforet," in line 576.
10. Parse " os humerosque deo similis," in line 589.

MIDDLE CLASS.

Poetry—Gray's Elegy.

1. Give the first five stanzas of the Elegy.
2. What rhetorical figure is used in the first line of the fifth stanza?
3. Give an account of the Jewish custom of incense-burning.
4. Give the derivation of "clarion" and "horn."
5. Give five stanzas, beginning with the tenth.
6. Give the definition of "joy" and "gaiety," and words of opposite meaning.
7. Define "destiny," and give an account of the Mythological characters called Destinies.
8. In what sense is "power" used? give other significations of the word.
9. Give the derivation of "impute," and examples of "puto," with other prefixes.
10. Give examples of *in*, in composition, used negatively; also examples of *in* and *un* used indifferently.

French.

1. Dictation from "Le Philosophe sous les Toits."
2. Translation, page 53, of the Philosophe sous les Toits.
3. Translate into French the sentences,—“If joy is the rarest of gifts, it is because acceptance is the rarest of virtues.”
4. “I am not astonished when I awake, to hear the birds sing so joyfully around my window.”
5. “My father proposed to conduct him; the stranger accepted with gratitude, and hastened to collect the plants which he had gathered.”
6. Give the imperfect indicative of the verb supporter.
7. The present subjunctive of définir.
8. The simple future of concevoir.
9. The present indicative of descendre.
10. Analyze the sentence,—“La vraie modestie est un arbre touffu qui cache sous des feuilles les fruits qu'elle produit.”

Geometry,

1. Book IV, Proposition XXIV. Two triangles having an angle in each equal, are to each other as the rectangles of the adjacent sides.
2. Book V, Proposition IV. If a regular hexagon be inscribed in a circle, its side will be equal to the radius.
3. Book V, Proposition XIV. Similar arcs are to each other as their radii; and similar sectors are to each other as the squares of their radii.
4. Book VI, Proposition IV. If a straight line be perpendicular to two straight lines at their point of intersection, it will be perpendicular to the plane of those lines.
5. Book VI, Proposition V. If, from a point without a plane, a perpendicular be drawn to the plane, and oblique lines be drawn to its different points: 1st. The oblique lines which meet the plane at points equally distant from the foot of the perpendicular, are equal: 2nd. Of two oblique lines which meet the plane at unequal distances, the one passing through the remote points is the longer.

Latin Reader—Roman History.

1. Translate the first and second paragraphs.
2. Translate the eleventh paragraph.
3. Parse "complectebantur" and "utrique."
4. Translate the twenty-third paragraph.
5. Parse "Collatino," and give a synopsis of "placuerat."
6. In the twenty-fourth paragraph, give the principal parts of "luxerunt," "occidere" and "sumpsit."
7. In the twenty-eighth paragraph,—why is "removeret" in the subjective? compare "sæpe," and parse "acerrimos."
8. In the twenty-sixth paragraph, parse "alios" and "conjurasse."
9. Translate the twenty-ninth paragraph.
10. Parse "suscepit" and "posuerunt."

JUNIOR CLASS—FIRST DIVISION.

Rhetoric.

1. Define figurative language.
2. Give the rules for the use of rhetorical figures.
3. Define the first five classes of style.
4. State the essential properties of style.
5. State the qualities usage must possess to be regarded as the standard for writing.
6. Define strength, and give the requirements to be observed in attaining this property.
7. Give the rules for preserving the unity of a sentence.
8. Give the rules for the formation of a good style.
9. Mention the faults opposed to perspicuity.
10. Explain the difference in the meaning of the sentences,—
"Virtue only makes us happy," and "Virtue alone makes us happy."

Natural Philosophy.

1. State the properties of the air.
2. Mention some experiments illustrating these properties.
3. State the effect of the pressure of the air upon the body.
4. Give the sources of light.
5. State the manner in which light is propagated, and its velocity.
6. Explain reflection of light.
7. Explain refraction of light, and give its laws.
8. Explain the composition of light.
9. Explain the effect of atmospheric refraction upon the position of the heavenly bodies.
10. State whether the position of an object is changed by being seen through a plate of glass.

Latin.

1. Give the rules for the number of the verb when there are two or more nominatives not in apposition.

2. Give the rules for the limiting noun when it denotes property, character or quality.

3. State when a noun limited by a genitive, is wanting after the verb "sum."

4. Give the principal rules for the use of the dative after verbs.

5. State what causes the impersonal verbs of feeling require.

Translate the following sentences, and parse the words in italics:—

6. Cervi, quamdiu *cornibus* carent, noctu ad pabula procedunt.

7. Interdum ferarum animos mitiores invenimus quam *hominum*.

8. Copias suas Cæsar in proximum collem subduxit, equitatumque, qui *sustineret* hostium impetum, misit.

9. Fac, ut homines animum tuum pluris faciant, quam omnia, quæ *illis* tribuere possis.

10. Quis numerare potest, quoties per totam vitam lacrymas fuderit?

French.

1. Give the primitive tenses of the verbs.

2. State the tenses formed from the present participles, and the manner of forming them.

3. State the tenses formed from the infinitive, and the manner of forming them.

4. Give the terminations of the infinitive for the four conjugations; of the imperfect indicative for the second conjugation; of the imperfect subjunctive for the third conjugation; of the past definite for the first conjugation.

5. Give the rules concerning the compound articles "of the," "to the," and exemplify by the following:—"of the father; of the friend; of the mother; to the brother; to the water; to the sister."

6. Explain how the plural of the nouns ending in "au, eu and al," is formed.

7. Explain how the feminine of the adjectives ending in "f, x and en," is formed.

Translate into French:—

8. "I have my father's silver button, and the tailor's cloth coat."

9. "The scholar's handkerchief is yellow, and my friend's is red."
 10. "My brother is at home, and the farmers are at my house."
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JUNIOR CLASS—SECOND DIVISION.

Elements of Rhetoric.

1. State the meaning and uses of Figurative Language, and give its foundation.
 2. Define an Allegory, and mention the longest ever written.
 3. Define and illustrate Apostrophe.
 4. Why are Comparisons ever used? Repeat the rules for their use.
 5. State the meaning of Paraphrase, and paraphrase some proverb.
 6. Define Climax, and give one example where each member rises in meaning, and one where the terms descend.
 7. Explain and illustrate the use of Hyperbole.
 8. Define and illustrate a Metaphor. Repeat the rules for their use.
 9. Write an example of a Simile and a Metaphor, giving the difference between them.
 10. What is the difference between an Allegory and a Metaphor?
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Latin.

1. Give the terminations of the nominative singular of the nouns of each declension.
2. Give the terminations of the nominative singular, in all the genders, of adjectives of the first and second declensions.
3. How are the comparative and superlative degrees of adjectives regularly formed.
4. Write out the declension of "Hic bonus vir," and give the gender of each word.
5. Give the list of adjective pronouns, and classify them.

6. Translate, "In ipsa celeberrima urbe," and give the derivation and gender of the pronoun, noun and adjective.
 7. Give the terminations of the present infinitive, active and passive, in all the conjugations.
 8. How are the second and third roots formed in each conjugation.
 9. What are the terminations of all verbs in the indicative mood, active voice, perfect tense?
 10. Translate, "Leones pueros terruerant," and give the rule for the arrangement.
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Physical Geography.

1. State the points of resemblance between the two continents.
 2. Name the mountain systems of America, and describe the Rocky and Andean systems.
 3. Name the divisions of the great Plain of South America, and describe the northern section.
 4. Theory of the cause of Volcanoes.
 5. What is Hydrography?
 6. Artesian Wells.
 7. What is the water-shed of a river? Illustrate.
 8. Deltas.
 9. Tides.
 10. Give the Theory of Constant Currents.
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Physical Geography.

1. Define Physical Geography.
2. Give the points of resemblance and dissimilarity between the continents.
3. Explain and illustrate the difference between atolls, encircling reefs, barrier reefs, and fringing reefs.
4. Describe the central mountain system of the eastern continent, naming the secondary ranges branching from it.
5. Name the plateaus of the western continent, and describe the Great Mexican Plateau.
6. Name the plains of the eastern continent, and give the extent of the Great Northern Plain.

7. Define earthquakes; explain and illustrate the three movements of the ground which accompany earthquakes.

8. Name the different systems of rivers, and describe the rivers of each system.

9. Describe the three general movements to which the ocean is subject.

10. Explain the generally adopted theory for the cause of currents.

The percentage of correct answers, in the different rooms in the High School, ranged from 75 to 98 per cent.

QUESTIONS

RECENTLY SUBMITTED TO THE CANDIDATES FOR ADMISSION TO THE PROVIDENCE
HIGH SCHOOL.

Written Arithmetic.

1. Multiply seventy-five hundred-thousandths by sixteen millionths, and to the product add four and eight-tenths.

2. What is the least common multiple of 6, $8\frac{1}{2}$, 10, and $12\frac{1}{2}$?

3. Divide $\frac{3}{4}$ of $\frac{2\frac{1}{2}}{7}$ of $\frac{4}{6\frac{1}{2}}$ by $\frac{.07}{6\frac{1}{2}}$ of $\frac{9\frac{1}{2}}{.006\frac{1}{2}}$.

4. How many yards of carpeting, $\frac{3}{4}$ of a yard wide, will be required to cover a floor $23\frac{1}{2}$ feet long, and $16\frac{1}{2}$ feet wide?

5. What is the interest of \$650.40 at $5\frac{1}{2}$ per cent, for six months and 12 days?

6. A man bought a horse for \$250.00, and sold it for 10 per cent. more than he gave for it, but for 25 per cent. less than he asked for it; what did he ask for it?

7. A grocer buys a sack of Java coffee, containing 150 lbs., at 15 cents per lb.; he pays $1\frac{1}{2}$ cents a lb. for roasting it, and there is

a loss of $\frac{1}{2}$ an ounce to each lb.; at what price per lb. must he sell it to gain 10 per cent.?

8. A capitalist sends a broker \$10,000 to invest in cotton, after deducting his commission of $1\frac{1}{2}$ per cent.; how much cotton, at $9\frac{1}{2}$ cents a lb., ought the broker to return?

9. A piece of cloth before being sponged was $\frac{4}{5}$ of a yard wide, and after being sponged it was $\frac{1}{5}$ of a yard wide; what per cent. of its width did it shrink?

10. There is a field in the form of rectangle. The sum of its diagonal and one of the short sides is 63 rods; one of the long sides is 42 rods; how many acres are there in the field?

Mental Arithmetic.

1. What number is that, which when increased by its third, its fifth, and its seventh, equals 1756?

2. A boy being asked what time it was, answered, that the time past noon was $\frac{3}{4}$ of $\frac{2}{3}$ of the time to midnight. What was the time?

3. Divide 36 into two such parts that $\frac{2}{3}$ of the larger be equal to the smaller.

4. A and B invest equal sums in trade; A gains a sum equal to $\frac{1}{3}$ of his stock, and B loses \$120, when A's money is equal to three times B's. What did each invest?

5. How many ninths are there in $\frac{2}{3}$ of $\frac{5}{6}$?

6. One-half and one-third and one-fifth and one-sixth of a certain number exceed the number itself by six? what is the number?

7. How many times are $\frac{2}{3}$ of $\frac{3}{4}$ contained in $\frac{4}{5}$ of $\frac{5}{6}$?

8. There is a pole, one-half of which is equal to one-third and one-half of the other half, plus 5 feet. What is the length of the pole?

9. Divide \$121 between two persons, so that one shall receive \$2 as often as the other receives $3\frac{1}{2}$. What must each receive?

10. A man sold his watch for \$180, at a loss of 10 per cent. What did it cost him?

History.

1. Give an account of the defeat of Gen. Braddock.
 2. Give an account of the siege and capture of Quebec.
 3. Give an account of the meeting of the first Continental Congress.
 4. Give an account of the battle of Bunker Hill.
 5. Describe the retreat of Washington from White Plains.
 6. Describe the battles of Trenton and Princeton.
 7. Give an account of the surrender of Burgoyne.
 8. Describe the massacre of Wyoming.
 9. Give some account of the treachery of Arnold.
 10. Give an account of the siege of Yorktown, and the surrender of Lord Cornwallis.
-

Geography.

1. * Name and describe the rivers in Maine.
 2. Name six of the principal cities and towns in Ohio, and describe the position of each.
 3. Name and describe the rivers in Spain.
 4. Name the mountain ranges in the United States.
 5. Name the rivers and other bodies of water you would pass through in a voyage from Chicago to St. Petersburg.
 6. Name the gulfs and bays that indent Asia.
 7. Name the principal cities in the world situated between the 37th and 43d parallels north latitude.
 8. When it is 12 M. in Paris, what time is it in Providence?
 9. Name the political divisions of Europe, and their capitals.
 10. Give the boundaries of North Carolina, and name and describe its rivers.
-

Grammar.

1. Write the plural of the letters *o*, *s*, *g*, and *x*.
 2. Write the possessive plural of *beau*, *church*, and the possessive plural and singular of *deer* and *sheep*.
-

* N. B.—To describe a river, state where it rises, in what direction it runs, and where it empties.

To describe a city or town, state in what part of the State or county it is situated, on what body of water, if any, and its latitude and longitude.

3. Write the full declension of *one*, *other*, and *which*.
4. Parse *thine* in the sentence, "It is thine to command."
5. Give the principal parts of *breed*, *bleed*, *feed*, *lead*, and *plead*, and state whether they are regular or irregular.
6. Analyze the sentence, "If thine enemy hunger, feed him; if he thirst, give him drink."
7. What is an element of a sentence?
8. Point out the difference between an adverb and an adverbial element, and give an example of an adverbial clause.
9. Correct the following sentences, that are incorrect, and parse the words in italics :—
He is a better speaker than a *writer*.
The boy intended to have *lain* his book upon the table.
When he *done* his sum he *set* down.
Pay me *what* thou owest.
10. Construct a sentence containing an adjective clause, introduced by a relative in the possessive case.

Spelling.

Benefited, trafficking, syzygy, eleemosynary, porticos, mottoes, pomegranate, pyramid, wallet, vermilion, shoeing, sycophant, hydraulic, defamatory, macerate, vacillate, piquancy, miniature, ineligible, congeries.

The average per cent. of correct answers, in all the studies, was more than 80, which is a few per cent. higher than last year.

NEWPORT.

To the Hon. City Council of the City of Newport :

In presenting the annual report of their doings, the Public School Committee would gratefully recognize the goodness of Providence, in preserving the general health of the teachers and pupils under their care, and acknowledge the kind co-operation and support which they have received from the Municipal Authorities.

There are in the city, twenty day schools, under the instruction of twenty-six teachers, viz :

SENIOR DEPARTMENT.

1. *Boys*.—Mr. I. W. R. Marsh, Principal, and Misses P. G. Jones, and Mary Tisdale, Assistants.

2. *Girls*.—Miss M. A. Wilbur, Principal; Miss Anna G. Chace, Assistant.

GRAMMAR SCHOOLS.

1. *Boys*.—Mill street. Charles Cook, Principal; Miss Mary Tilley, temporary Assistant.

2. *Girls*.—Church street. Miss Mary R. Dennis, Principal.

3. *Girls*.—Farewell street. Miss Ann E. Greene, Principal; Miss Amelia Barker, Assistant.

4. *Boys and Girls—colored*.—Miss Hannah Gavitt, Teacher.

INTERMEDIATE SCHOOLS.

1. *Boys*.—Farewell street. Miss Margaret G. Almy, Principal; Miss Sarah N. Stevens, Assistant.

2. *Boys*.—Mill street. Miss Ann E. Gorton, Teacher.

3. *Girls*.—Mill street. Miss Charlotte E. Goffe, Teacher.

4. *Girls*.—Fifth Ward. Miss Hannah Gorton, Teacher.

5. *Girls*.—Marlborough st. Miss Sarah P. Mumford, Teacher.

PRIMARY SCHOOLS.

1. *Boys*.—Bridge street. Miss Abby E. Kaighn, Teacher.

2. *Boys*.—Mill street. Miss Rebecca T. Bosworth, Teacher.
3. *Boys*.—Young street. Miss A. F. Crandall, Teacher.
4. *Boys and Girls*.—Bridge street. Miss Patty C. Hammett, Teacher.
5. *Boys and Girls*.—Marlborough street. Miss Mary E. Chase, Teacher.
6. *Girls*.—Mill street. Miss Hannah Wilbour, Teacher.
7. *Girls*.—Fifth Ward. Miss Mary Martin, Teacher.
8. *Girls*.—Young street. Miss Mary S. Corey, Teacher.
9. *Boys and Girls—colored*.—Miss Mary J. Benson, Teacher.

In addition, since September until now, the two Night Schools have been sustained by the voluntary instructions of a number of philanthropic ladies.

In many of the Schools there has been very decided improvement; in the others, no deterioration, at least, since the last Report. And although it could not reasonably be expected that there would be no differences of opinions and views, in carrying on the details of an institution so extensive and ramified as those of our public schools, yet it is cause of congratulation that our work has been done in a spirit of harmony and kind forbearance.

Early in the year, the attention of the Committee was directed to a close and careful examination of their finances, with a view to the adoption of such measures and changes, as would, consistently with the best interests of the school, relieve them from debt and embarrassment. To this end, it was determined to restore the Boy's Senior Department to its original connection with the Clarke Street Grammar School. By this, there would be saved the salary of a male teacher, and the rent of an expensive and unsuitable school house, in an inconvenient place. Accordingly, in the beginning of the autumn term, Mr. Clarke retired from the Grammar School, and Mr. Marsh, with two female assistants, was transferred to the house in Clarke Street. The Committee have seen no reason to regret the change.

A new school house, for which an appropriation was made by the City Council, at the beginning of the last year, has been built on a pleasant lot, in the Fifth Ward, remote from the noise of the street, and yet easily accessible. It was finished and refurnished, at a cost of two thousand three hundred and twenty-two dollars and ninety-six cents (\$2,322 96), including an unpaid mortgage

for three hundred and fifty dollars (\$350). It was opened in the early winter to a girls' intermediate and to a girls' primary school. Accommodations were thus provided for an additional primary school where it was much needed, and for the intermediate school under Miss Gorton, which had long suffered from the unfitness of its previous location in Gidley Street.

The demand for school accommodations for our increasing wants, and for the substitution of proper rooms for the ill-constructed, unventilated and crowded places now in use, is still pressing. The Committee, reluctant as they are to seem unduly importunate, are constrained by every obligation of duty, to their important trust, to press this matter strongly on the attention of the Council and the public. The evil of the existing state of things in some of our schools, does not stop with the feverish restlessness of the pupils, and the depressing languor of the teachers, occasioned by their *imprisonment*, but it is *perpetuated* in feeble bodies, and injured minds.

The Committee would, therefore, respectfully, but earnestly ask, that an appropriation of three thousand five hundred dollars (\$3500), be made for the purchase of a lot, and the building of a house, in the Second Ward, for the accommodation of one hundred and fifty or two hundred scholars.

Other trials have met the Committee, in their efforts rightly to discharge their duty. Prominent among these, is the irregular and fitful attendance of many pupils, at school. Repeated absences from the recitations, of a *half* day, a whole day, or a week, necessarily produces confusion in classes, requiring either that the attentive and punctual be kept back, until the deficiencies of the absentees be made up, or these latter must go haltingly along, with very partial and imperfect knowledge of the studies of their class.

Truancy is another of the evils constantly, though not largely encountered. The cure of these two evils does not seem to be in the power of the Committee. It is essentially in the hands of parents. If we could reach the ear of every parent in the city, we would lift up loudly our voice, in denouncing the huge wrong which they suffer to come upon their children; we would press upon their consciences the immense responsibility they assume, and the sure and fearful retribution they will incur, in this neglect

of the solemn obligations which God has indissolubly connected with the parental relation.

To parents it belongs to secure regular and punctual attendance from their children. The most devoted efforts of the teacher, and the most earnest and anxious solicitude of the Committee are fruitless, where parents do not co-operate to correct these evils. Where a child is permitted to be absent from school, to see a parade, or visit a circus, or for any other idle amusement, with the consent of his parents, there is inflicted on him an irreparable injury, not only in the actual present loss of his time and instruction, but in the encouragement of a distaste for study, and a weakening of his moral sense.

By the accompanying report of the Treasurer, it will be seen (in detail) that there have been received from all sources, \$13,729 07, and there have been expended, \$13, 729 07.

The Committee will need, for the current expenses of the next year, if authorized to build a new school house, and inaugurate an additional school, a small increase of the appropriation of the last, especially as it is not probable that the amount received from the registry tax, will be as large next year, as that of the present.

By order of the Committee,

A. H. DUMONT, *Chairman.*

REPORT OF THE TREASURER OF THE SCHOOL COMMITTEE.

To the Honorable City Council of the City of Newport :

The undersigned begs leave to submit the following statement of the receipts and payments of the Public School Committee for the financial year ending June 4th, 1860, showing a balance overdrawn at bank, of three hundred forty-nine $\frac{7}{100}$ dollars, (\$349 $\frac{70}{100}$). The Committee, in order to complete the new school house in the Fifth Ward, have expended four hundred seventy-two $\frac{96}{100}$ dollars, (\$472 $\frac{96}{100}$), more than the appropriation, "to which your attention has already been called."

Respectfully submitted,

HENRY C. STEVENS, *Treasurer.*

RECEIPTS.

Cr.	By balance on hand, June, 1859,	-	-	-	\$203 49
	State appropriation,	-	-	-	2,355 39
	City appropriation,	-	-	-	8,000 00
	Appropriation for new school house,	-	-	-	1,500 00
	Registry tax,	-	-	-	635 00
	Stationery tax,	-	-	-	652 17
	Tuition,	-	-	-	10 00
	Rent,	-	-	-	23 32
	Balance overdrawn,	-	-	-	349 70
					<hr/>
					\$13,729 07

EXPENDITURES.

Dr.	To cash paid Teachers' salaries,	-	-	-	\$7,872 82
	Stationery,	-	-	-	959 40
	Repairs,	-	-	-	714 41
	Furniture,	-	-	-	251 75
	Fuel,	-	-	-	450 93
	Rents,	-	-	-	781 42
	Printing,	-	-	-	11 50
	Sweeping,	-	-	-	285 40
	Making fires,	-	-	-	178 48
	Cleaning,	-	-	-	194 82
	Evening School,	-	-	-	55 18
	New School House,	-	-	-	1,972 96
					<hr/>
					\$13,729 07

NORTH PROVIDENCE.

SCHOOL COMMITTEE'S REPORT.

In presenting their annual report, the School Committee of the town of North Providence would remind their fellow townsmen that this will be the third report which we have had the pleasure of presenting.

It is a well known fact in agriculture, that the best land will deteriorate by raising the same kind of crops year after year; and we fear that our mental soil will fail, in our attempts to produce three crops of school reports.

Fortunately, our able Superintendent has furnished us with an admirable report, to which we invite your careful attention.

The Board, this year, was composed of the following named gentlemen: Thomas K. King, James C. Collins, Andrew Jenks, Jonathan C. Kenyon, Daniel Murray, and Edward J. Cushing.

We have received from the town the amount of \$7,013 10, and have paid out for teachers' wages the sum of \$6,991 22, leaving \$21 88 undrawn.

We should feel no regrets that we have spent this amount for so noble an object.

There is a certain amount of pleasure in spending money for educational purposes, which cannot be acquired in any other way.

When we expend our money upon the highways we can never be sure but that a spring flood may wash it all away, and the same amount be again required; but when we give a little boy or girl the foundations of a good practical education, we have done that which is permanent, and which is beyond the reach of floods or flames.

If the tax payers, in town meeting, see fit to make a larger appropriation for the ensuing year, we think our successors in office could make a judicious use of it; provided the tax payers

did not let their enthusiasm for popular education lead them into voting too large an amount of money.

They have never yet fallen into this mistake, but that is no reason why we should not give them this caution.

In our last report we alluded to the condition of the school houses in three of the districts, and we hoped in this report to give you an interesting account of the dedication of new ones in their places.

It may be that the gentlemen living in those districts, have been unable to decide upon the plans offered by rival architects, as the old edifices still remain; and whenever we have been showing any "distinguished stranger" the workings of our school system, we have been obliged, out of town pride, to pass these districts by, or, if hard pressed, to father them on Smithfield or Johnston.

The Superintendent, in his report, having shown you the present condition of the schools, and their progress during the year, together with all statistics connected with them, but little remains for us to say.

It has been a source of just pride to us, that our schools, imperfect as they are, have ever been free to all the children of the town, without regard to nation or color. This has had the effect to encourage kindly feelings, and to make the young of the different races feel upon an equality.

In closing this report, we cannot refrain from expressing to our fellow townsmen our thanks for the confidence they have manifested in us, by giving to our care, for three successive years, this most important charge.

Our object has been to so discharge our duties that our successors in office would find the schools prosperous and progressing.

Respectfully submitted,

EDWARD J. CUSHING, Chairman.

SUPERINTENDENT'S REPORT.

To the School Committee of North Providence :

GENTLEMEN—It again becomes my duty to present to you my annual report, giving the present and past condition of our schools, and also the progress made during the year.

The schools have been visited as the law directs, and their progress from time to time marked; and I now propose to lay before you a fair and impartial report of their excellencies and deficiencies at the present time.

I am most happy to say that, upon the whole, I think the schools have been very much more satisfactory, not only to myself, but to the trustees and inhabitants of the school districts, for the year just closed, than for the previous year. While our old and experienced teachers have maintained their former reputation for good discipline and a thorough course of instruction, most of our new teachers have, for the past year, been very successful, showing themselves well qualified for the important stations which they have been called upon to occupy. In one instance, I am sorry to say, in justice to myself and the district, I think the school was nearly a complete failure; showing, in the most forcible manner, the necessity of employing no teacher to fill important stations without having been first convinced of their success in teaching elsewhere.

In the Primary Departments, as a general thing, I have found the teachers more devoted to the interests of those placed under their charge than formerly. In some of these departments, though there has been a marked improvement in the order and industry of the schools, there has been a very great deficiency in the thoroughness of instruction. Each letter should receive its proper sound, the use of every punctuation mark should be taught to the pupil; and, in fact, the scholar should not be allowed to pass any character made by the printer without having the same pointed out and explained. The Primary School teacher should remember that the first lessons which may be learned are the most lasting; that an improper sound given to a single letter, makes such an impression upon the minds of the scholars, that the faithful efforts of the teacher in the higher departments is scarcely able to erase those early, erroneous impressions. In these schools, should commence the study of nearly all those branches now taught in the higher departments. The Primary School pupil should here receive, not only instruction in reading and spelling, but he should receive instruction in the first principles of numbers, and should also be required to speak the English language correctly. History and geography should be taught by familiar recitations; the boundaries of the town, and those places

familiar to their minds, and also interesting events which have transpired in the same.

In the Intermediate Departments, those correct, fundamental principles taught in the Primary Department, should be advanced and somewhat perfected. The same care which has been taken to learn perfectly all things which are there taught, should not be neglected. The correct pronunciation and careful reading should be strictly adhered to, and those elementary principles of geography and history learned of the town and country should be expanded to a more thorough knowledge of the State and nation. The desire should not be to see how many books can be read or studied, but how many new principles can be mastered. Such a course, in short, should be adopted as to engender in the minds of those pupils qualified to enter the Grammar School, a strong desire for a more extended knowledge of those branches so systematically commenced and thoroughly taught in these lower departments. The Primary and Intermediate teachers should remember that any erroneous impressions, which may be made upon the minds of the pupils placed under their charge, more or less effect them through all coming time.

In many of our Grammar Schools, I have found a higher and a better grade than formerly. In a number of these schools, mathematics is taught in a most thorough manner, and the pupils are required to solve problems by a systematic course of reasoning. In some of these schools, I am happy to be able to say, there has been much more interest taken in orthography than formerly. In some, the slate and pencil are used for the purpose of writing words as pronounced by the teacher. In a very few schools, the teacher is accustomed to give out some important words, and require the pupil to write sentences containing these words, and give the definition of the same. By adopting this last method, I have invariably found rapid improvement, not only in orthography but also in etymology and syntax. Only a very few scholars, in all our Grammar Schools, are devoting any time to the useful study of book keeping. No scholar should leave one of these schools without being able to plainly and fairly keep books by single entry. In many instances, too much time is devoted to solving difficult mathematical problems, which are of no *practical* benefit to the pupil, thus excluding those branches which the scholar will be required to call into daily requisition.

I am sorry to say, Gentlemen, that the vote passed at a meeting of the Committee holden on the first day of January, A. D. 1859, requiring all the Grammar School teachers to give familiar lectures upon either Anatomy, Physiology, Chemistry, or Natural Philosophy, has not generally been complied with. If the teachers would devote one hour during each week to some one of these branches, requiring all the scholars to give their attention to the same, it would form a very pleasant, and at the same time a very profitable hour's recreation, giving the pupils something of an idea of those important and useful branches.

Before closing these remarks in regard to teachers, I cannot refrain from reminding them, of all grades, of their obligations to endeavor, whilst they are striving to improve the mental capacities of those placed under their charge, that they do not neglect the moral training of those who are to form the future destiny of our republic. All the pupils, however small, should be impressed with the importance of a strict adherence to all their moral obligations. They should be taught to avoid, at all times, falsehood and deceit, profanity and vulgarity. They should be impressed with the idea that it is much better to lose the regard of their companions than to violate any of their moral obligations. They should be taught to use kindness and respect towards their companions, love and affection to their parents, veneration for the aged, and adoration for a Supreme Being. No teacher can claim to be a perfect teacher without being qualified to give moral as well as intellectual instruction.

PARENTS.

In my last Annual Report I had a few remarks to make to parents.

I presume not one parent in ten ever goes to the school-room in order to become acquainted with the teacher who has in charge the moral and intellectual culture of his child. Does the parent care nothing who the person is that thus occupies this important relationship to his offspring? The teacher seldom sees the parent. Let the parent go into the school but for a few moments and the child will know there is an interest taken in his intellectual and moral improvement, and the teacher will be convinced that the parent is willing to co-operate with him in his arduous duties.

We have in the town men who take a deep interest in the pros-

perity and perfection of the mechanic arts, men who devote a large proportion of their time to the improvement of stocks and seeds, men who can talk by the hour at a time of beautiful fields and well cultivated farms. This is well. All should rejoice in the prosperity of agricultural and manufacturing industry; but, at the same time, the barn built for the purpose of sheltering the horse should not, as in a few instances, be more commodious and convenient than the school-house. The fine breed of stock should not command greater attention than those who are to shape the very destinies of our country. The farm should not receive more cultivation than the mind which is destined to exist when all things else shall have passed away.

ATTENDANCE.

There is nothing that so retards the progress of our schools as irregular attendance. Every friend of education should labor to remedy this evil, by striving to convince those parents who allow their children to be absent from school, that a large proportion of the industry of the teacher bestowed upon the delinquent scholar is lost. In order to secure a more regular attendance, I proposed to the scholars in the different schools to publish in my Annual Report a list of those who would not be absent from the school a single half-day during the year; and also a list of those who had attended one-half of the year without absenting themselves during that time; and also a list of those who would attend every half-day during a single term. A list of these names is annexed to this report. The number, though much larger than formerly, is small in comparison to the whole number of scholars registered. It is to be hoped that parents, trustees, Committee, and the friends of education generally, will make a united effort to secure a more punctual attendance of the pupils of our various schools.

CHANGE OF TEACHERS.

In my last report I mentioned the fact that about one-third of all our teachers had been changed during the previous year. It is a great pleasure for me to say that we are now more fortunate. All but four have been retained for the coming year. As far as I have been able to ascertain, the trustees have made wise selections in filling vacancies by employing experienced and well qualified teachers. It is with pain that I mention in this connection

that the services of one of our most able and experienced teachers are for the present lost to the town, owing to physical disability caused by long continued application to his profession as a teacher. Let us hope that he may soon be restored to health, and be enabled to resume his former occupation.

In concluding, Gentlemen, allow me to return my sincere thanks to our excellent President, Mr. Cushing, and others of the Committee, for the assistance rendered me in my official capacity. They have devoted much time to visiting the various schools of the town. As our term of office now expires, I trust each one can look back with the happy consciousness of not only having passed through his official term pleasantly, but, at the same time, having done all in his power to benefit the youth of our town! And in the future, whether in public or private life, may each strive to improve and perfect our Common School System.

Respectfully submitted,

JAMES C. COLLINS,

Sup't of Public Schools of the Town.

SCHOLARS

WHO HAVE ATTENDED ONE TERM ONLY WITHOUT HAVING BEEN
ABSENT A SINGLE HALF-DAY.

DISTRICT No. 1.
Grammar Department.
None.

Intermediate.

John Goodrich,
Mary Pratt,
Amelia Jenks,
Sylvania Means,
Hattie Harrington,
Addington Davenport,
Hubert Sawyer,
Hattie M. Davis,
Susie L. Perry,
David W. Briggs,
D'Witt Crowninshield,
Ella Lapham,

Richard Lever,
Lucinda Goodrich,
Louise Luther,
Charles Arnold,

Primary.

Charles Carr,
John Jenks,
Arnold Whipple,
Thomas Mahoney,
Thomas Whitehead,
Charles Young,
John Thornley,
Emma Hopkins,
William Templeton,
Michael Higgins,
Lucinda Goodrich,

Frederick Polsey,
Amelia Smith,
Charles Case,
James Slade.

No. 2, PAWTUCKET.
Grammar Department.
Lewis Richardson,
Eunice Ann Kenyon,
Lydia M. Rouse,
Lavina Locklin,
Emma H. Crandall,
Edward Bliss,
E. Henry Read,
Charles H. Rouse,
Albert P. Everett,
L. Wheaton Clapp,

John H. Almy.

Intermediate.

Clara M. Armstrong,
Amelia J. Bates,
Clara F. Almy,
Jennie E. Rouse,
Emma S. Hill,
Ella D. Wheaton,
Mary E. Roberts,
Susan M. Britton,
Edward H. Dix,
Thomas A. Miner,
Ruth E. Ballou,
L. D. Harding,
Amelia S. Rose,
Walter R. Moies,
Eugene N. Salisbury,
Eugene F. Parker,
Charles W. Fisher,
Jesse T. Chase.

Primary.

Joseph Smith,
William Jones,
Charles Humes,
Anna Davis,
Lilly Wheaton,
Emma Wheaton,
Margaretta Swarts,
Mary E. Harding,
Frank Leonard,
Charles Vars,
Samuel Taylor.

DISTRICT No. 3, HOPKINS HOUSE.

Grammar Department.

William F. Darling,*
Joseph Whelden,
Sylvester Ripley,
Alfred P. Nichols,
Alfred Healy,
Emma F. Randall,
Sarah F. Hadley,
Sarah M. Neavane,
Henrietta Sherrod,

A. Hadley,
Andrew H. Smart,
Maria E. Williams,
George H. Darling,
Flora J. Brown,
Maria Wright,
Minerva J. Brown.

Primary.

George Kirkland,
John Kirkland,
Patrick Quinn,
Edward Smith,
Julia Dodge,
Nannie Brown,
Anna Manton,
Marianna Ripley,
Frederick W. Tingley,
Charles Hadley,
Julia Prior,
Hannah Henry,
Anna Wright,
Frederick Crandall,
Victor Crandall,
Frederick W. Tingley.

WEST RIVER SCHOOL.

Intermediate.

John W. Ash,
Frederick Blaisdell,
Elizabeth Morgan,
Sarah McElroy,
Rozilla Smith,
Jane Drisdell,
Maggie Weld,
Eva Brown,
Daniel Baker,
John Banks,
Edwin Robinson,
William Harris,
Sarah McGowan,
Ada Payson,
Mary E. Arnold,
Bridget Donnelly,
Susan Lynch,
William Cusick.

Primary.

Thomas Gaffney,
John Shees,
Frank Jourdy,
Peter Foy,
Thomas Coffee,
James Furlong,
John Greene,
Michael McCarty,
Rosanna Collins,
Mary J. Curry,
Robert O'Hare,
Edelle Baxter,
Thomas Dolan,
Mary Daily,
Elizabeth Murphy,
Walter Mathewson,
Frank Daily,
Patrick Daily,
John Martin,
James Mahan,
Mary E. McElroy,
Emma Baxter,
Lizzie Murphy,
Ella Murphy,
Mary Sweeney,
Maggie Crosson,
Mary E. Dugan,
Ella Jaques.

No. 4, WOODVILLE.

Martin K. Cowing,
Rinaldo Brown,
William O. Cowing,
George Eddy,
Rinaldo Hutchinson,
Ruth E. Manton,
Clarence Reynolds,
John W. Angell.

No. 6, MANTON.

Grammar Department.

Charles H. Winsor,
William E. Winsor,
Charles F. Winsor,
George H. Smith,
Catherine B. Fisher,

Sarah M. Cole,
Alexander H. Sessions,
Lucy A. Angell,
Edward S. Whitaker,
Crawford W. Barnes,
Stephen Sessions,
Ellen F. Prior,
Anna M. Brown,
Lysander J. Hill,
Mary E. Winsor.

Primary.

Willie H. Northup,
Arthur Brown.

No. 7, FRUIT HILL.

Maria L. Hayward,
Laura E. Britton,
Mary S. Peckham,
Ella Case,
Anna M. Swan,
Isabel Nichols.

No. 8, MT. PLEASANT.

Joseph Ginder,
Joseph E. Mowry,
Ebenezer Thong,
Daniel Dyer,
William Joslin,
Byron Stokes,
Manson Aldrich,
Henry Angell,
Jno. Davis,
William Mowry,
Theresa Joslin,
Louisa Mowry,
Maggie Moore,
Hattie Remington,
Emma Thong,
Alice Simmons,
Hannah Kelley,
Clifford Stow,
Cornelius Sweetland,
Oliver Smith,
E. W. Whitaker,
Walter Whitman.

Intermediate.

Lewis Roberts,
Herbert Swain,
William Longton,
Thomas Sherman,
George Lewis,
Willie Crook,
Albert Stone,
Michael Crane,
Andrew Cavanagh,
Ellen Perrin,
Eliza Caswell,
Fanny Mowry,
Maria Pike,
Anna Lewis,
Theresa Joslin,
Francena Raymond,
Matilda Raymond,
Maria Otto.

Primary.

Eli Gleason,
Richard Otto,
John McSholey,
Harlow Underwood,
John Parker,
Cornelius Donegan,
Louis Stewart,
Charles Stone,
Peter Craughn,
John Armour,
Henry Angell,
Titus Challiner,
James McKenna,
Luke Manegan,
Lizzie Keegan,
Ellen Linny,
Ann McSholey,
Bridget Slain,
Mary Craughn,
Jillis Charnley,
Sarah Charnley,
Laura Cornell,
May Hayes.

DISTRICT No. 10,
SMITH'S HILL.
Grammar Department.

Owen O. Riley,
Alvira Briggs,
Emma F. Shaw,
Edward O. Riley,
Joseph Sanders,
James Congdon,
Barney Hackett,
Mary O'Donnell,
Adah S. Hunt.

1st Intermediate.

Jennie Barr,
Susan Pettis,
Eliza Shepard,
Nellie M. Walker,
Mary Garvie,
James Magill,
Isaac West,
Lawrence McCarthy,
Thomas Garvie,
John Behan,
Jane McKeessie,
Mary Breckany,
Sarah Harney,
Walter Magee,
Charles Quinn,
James Doughty.

2d Intermediate.

Patrick Hackett,
Barney Hackett,
Willie Streeter,
Charles R. Gardner,
James B. Gardner,
Howard Weaver,
Frank Weaver,
Annie G. Bennett,
Mary A. Lewis,
Alice E. Lewis,
Clara E. Hawkins,
Ellen E. Gates,
Mary E. Monroe,
Bridget Donahoe,

Kate Donahoe, Leonora E. Taft, Mary Reed, Charles R. Lardner, Sarah Weaver, Annie Bennett, Howard Weaver, Patrick Hackett, John Fitzgerald, Elizabeth Fitzgerald, Clara Hamblin.	<i>Primary.</i> Frank McCarthy, John T. Baxter, Samuel F. Allen, James Boulder, Thomas McDonnell, John Welch, Thomas Masterson, Helen McEnnis, Mary A. Goodrich,	Mary Boulder, James Boulder, Andrew Roque, John McLaughlin, Thomas Murphy, Ellen Roque, Sarah A. Foster, Mary A. Roque, Josephine Russell, Anna Cainly.
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SCHOLARS

WHO HAVE ATTENDED SCHOOL ONE-HALF OF THE YEAR WITHOUT
BEING ABSENT A SINGLE HALF-DAY.

DISTRICT No. 1. <i>Intermediate.</i> Alice F. Crocker, Katee Davis, Clara Putney.	Jane Dempsey, Walter R. Stiness, James Smith, Herbert Mann, Benj. F. Hadley, William Gleason.	James Dawley, Mary Arnold, Hannah Mowry, Emeline Mowry, Edward Fields.
No. 2, PAWTUCKET. <i>Grammar Department.</i> Malvina Pierce, Susan D. Vars.	WEST RIVER HOUSE. <i>Intermediate.</i> Mary Houghton, Nettie Baker, Mary Mahan, Maria McGowan.	<i>Primary.</i> John Cole, Peter Craughn, John Parker, Mary Craughn.
<i>Primary.</i> John T. Read, Frederick Walker, William Daggett.	<i>Primary.</i> Michael Coffee, Newbury McGovern, Andrew J. Cusick.	No. 10, SMITH'S HILL. <i>Grammar Department.</i> Willie Stanfield.
No. 3, HOPKINS HOUSE. <i>Grammar Department.</i> Samuel Mann, Charles H. Smart, Maria E. Williams, Charles Mann, George A. Hadley, Stephen A. Boyden, Xenophon D. Tingley.	No. 7, FRUIT HILL. Ezra Britton, Isabel Miller, Herbert L. Eddy.	<i>1st Intermediate.</i> Mary J. Russell, Lewis Clarke, James Welsh, John Lovett, James Dugan.
<i>Primary.</i> Ellen Gleason,	No. 8, MT. PLEASANT. Andrew Mowry, Daniel Brown, Frank Cornell,	<i>Primary.</i> Mary P. McElroy.

SCHOLARS

WHO HAVE ATTENDED SCHOOL EVERY HALF-DAY DURING THE YEAR.

<p>No. 1, PAWTUCKET. John Goodrich.</p>	<p>No. 3, HOPKINS HOUSE. <i>Grammar Department.</i> Henrietta Sherrod, Edward Smith, Rosanna Collins.</p>	<p>Frank Sweetland. <i>Primary.</i> John Crook.</p>
<p>DISTRICT No. 2. <i>Primary.</i> Edward Titus, Frank Titus.</p>	<p>No. 8, MT. PLEASANT. <i>Grammar Department.</i> John Boyd,</p>	<p>No. 10, SMITH'S HILL. <i>1st Intermediate.</i> James Dugan.</p>

District.	LOCAL NAME.	TEACHERS.	TRUSTEES.
1	HIGH ST., PAWTUCKET. Grammar Department,	Larkin A. Cooper, } John Angell, }	Alexander S. Arnold. Maseena Goodrich, Royal Lee.
	1st Intermediate,	Belinda Hathaway,	
	2d Intermediate,	Abby F. Littlefield,	
	Primary,	Mary A. Jenks,	
	Assistant,	Sarah C. Harrington,	
2	CHURCH HILL, PAWTUCKET. Grammar Department,	Samuel Olney,	Charles A. Leonard, William R. Walker, Charles Payne,
	Assistant,	Julia Lefavour,	
	Intermediate,	Mary E. Barrows,	
	Primary,	Mary T. Jenks,	
	Assistant,	Jennie Horswell,	
3	(HOPKINS HOUSE), Grammar Department,	John H. Stiness,	John R. Houghton, John Trainor, Philip B. Stiness,
	Intermediate and Primary,	Hannah Smith,	
	Assistant,	L. Sophia Tingley,	
	(WEST RIVER HOUSE), Intermediate,	Frances M. Steere, } Mary L. Jenks, }	
	Primary,	Sarah Bacon,	
	Assistant,	Jenny Smith,	
4	WOODVILLE,	John C. Budlong,	Otis N. Angell, Clark Reynolds, Martin K. Cowing.
5	CENTREDALE Grammar Department,	John Angell, } Mary Westcott, }	John R. Corsens,
	Primary,	Annie F. Westcott,	
6	MANTON. Grammar Department,	Alfred Thurber,	Christopher Holden, Alpheus Fisher, William Cunliff, Solomon W. Kenyon,
	Primary,	Laura Steere,	
7	FRUIT HILL. MOUNT PLEASANT.	— Monroe,	
8	Grammar Department,	Jenks Mowry,	Charles E. Hall, Abiel D. Sampson, John B. Simmons.
	Intermediate,	Maria Colwell,	
	Assistant,	U. P. Newell,	
	Primary,	Hannah R. Evans,	
	Assistant,	Lydia M. Shea,	
9	EAST TURNPIKE,	John H. Willard, } Miss Potter, }	Cornelius Eaton,
10	SMITH'S HILL Grammar Department,	J. B. Bolster, } John H. Willard, }	George Buggles, James L. Hunt, Joseph W. Briggs.
	Assistant,	Sarah A. Barrows,	
	1st Intermediate,	Rebecca Barrows,	
	2d Intermediate,	Harriet F. Bennett,	
	Primary,	Elmy O. Yeomans, } Caroline Works, }	

S M I T H F I E L D .

The School Committee of the town of Smithfield submit their Annual Report.

The money at our disposal the past year, for the support of schools, amounted to \$8,985 29, received from the following sources:

Town appropriation, - . - - -	\$4,500 00
Registry tax, - - - - -	366 00
State appropriation, - - - - -	4,119 29
Total, - - - - -	<u>\$8,985 29</u>

A division of this amount was made as follows:

The State appropriation was divided as the law directs. The town appropriation and registry tax, after deducting twenty dollars for publishing report for 1859-60, and sixty dollars, a special appropriation to District No. 21, to pay Emor Smith for services as teacher in 1854, was divided by allowing to each school or department fifty-two dollars and fourteen cents. This distribution disposed of about one-half of the town appropriation and registry tax. The remainder was divided according to the average attendance in 1858-9. The six cents which remained after division was allowed District No. 36.

Immediately after organization and the work of appropriating to the districts, the Committee, observing the past practice, constituted themselves into a Board of Supervisors, and divided the town into sections of superintendence. In one of the sections the business engagements of the Supervisor so confined him that assistance was needed to aid him in the care of his schools, and, at his request, a sub-visitor was appointed, with the restriction that the town should be at no additional expense. It has been the endeavor of the Committee to learn the state of all the schools and complete a yearly estimate of their condition.

In addition to the labors of the school superintendence, the services of the Committee have been required in the settlement of

district questions. A call from several citizens in District No. 23, (Moshassuck,) led the Committee to canvass the school inconveniences of the district. They found the district about three miles in length, with more than a hundred children in its limits, and the school-house at a distance from the territorial and populous centre. The will of the legal voters was expressed in a petition to divide the district. The petition was granted. The terms of division between the two portions of the district were mutual: the northern portion remained with the old house and name, the southern part was organized as No. 30, taking the appellation of Friend's District. The Committee had the pleasure of approving the action of the new district in their selection of an eligible site, on which they immediately erected a spacious, convenient and beautiful school-house. A school was commenced here in March with nearly eighty scholars. The educational enterprise of this district wins the highest commendation. Upon the application of the Union District Nos. 24 and 35, in their difficulty of selecting a lot for a new school-house, the Committee found it their duty to give a hearing to parties, and finally to locate the proposed house by arbitration.

The instruction and discipline in the schools exhibit many gratifying results. Not a notorious trouble has transpired the past year in any of the schools in the thirty-six districts of Smithfield. Since there have been more than sixty teachers at the desks, and no school-room anarchy has occurred in the time, it is significant of the attainment to which the school system has reached in town. It indicates that in the public mind a more elevated conception prevails of the sphere and mission of schools, that parents and children are perceiving the aims of teachers and the interests of scholars are one. This unruffled history does not allow us to say every teacher has accomplished all that we had a right to expect. Good schools we have in town, well taught, well disciplined, giving evidence in an hour's examination of real progress. All schools, however, have not been free from defects in the source of instruction. Teachers of good intellectual attainments have lacked the *skill* their work demands. Either they have not known what a scholar could do, and what he ought to do, or they have not the *art* to incite the scholar to exercise his ability to do. A competent teacher should know what a good recitation is, yet we have observed those who either intend to make a spurious recita-

tion pass for a genuine, or they do not understand what constitutes a well recited lesson. A recitation is defective, when a scholar is permitted to give an answer by guessing once. A recitation involves a fault, if the teacher so arranges the language of the question that the scholar will, of necessity, infer the answer, which he did not know before he learned it through the phraseology of the question. A recitation is defective, if the scholar can read an answer to a question in the bearing, movements or expression of the teacher. It is a defective recitation when the teacher performs most of the talking. Explanations should at times be given, but the teacher should avoid encumbering his question with frequent amplifications, and expanding the subject into short disquisitions. Ordinarily, the question, the whole question, and nothing but the question, should be given to the scholar. During a few of our visits in the schools we have felt we were hearing, not the scholars, but the teachers recite.

A new series of reading books having been introduced the year previous, the Committee have watched for the result of the change. In almost all of the schools, a quickened zeal in reading has been the effect. At several of the examinations the classes exhibited rare accuracy in the elements of good reading. They appeared to catch the spirit of the pieces read; their enunciation was clear and distinct, their modulation was so fitting, the exercise was delightful to listeners. The merits of good reading were noticed in the mixed schools, but more in the graded schools. Reading is an art; every good reader is, therefore, an artist. We happen to have a few teachers who are not artists, and so far as the artistic quality is wanting, so far appears a defect in the elocution of their schools. The words of a sentence may be correctly pronounced, and fullness of utterance may be given; the sentence then may not be *expressed*. The grace of expression, a just and skillful intonation, is an essential excellence in good reading.

Spelling has received increased attention the past year. The "Progressive Speller" has been introduced as a complement to the Series of Readers. The Committee have enjoined the teachers to drill the scholars in spelling; not to go over the book, but through it; not to load the classes with long lessons, but to give them moderate assignments, and to require them to recommit and rehearse until the words could be spelt without guessing or hesi-

tating. In the graded schools, scholars are required to spell an established per cent. of the words in the speller before they can be promoted to the next higher department. The Committee are convinced a laxity exists in training children to spell, and an earnest attempt has been made to correct the error. Children should be taught early to spell; the study is not a severe mental tax. Accuracy being the essence of the labor, it is a happy elementary discipline to the young mind. If a child, from six to twelve years of age, is not cured of bad spelling, it is doubtful if he ever will be cured. .

Writing, in the schools, is assigned to a specified time each day. As to the time spent in one exercise, we are obliged to rely on the judgment of the teachers. The age of the scholar, and the number of minutes he can be quiet and pains-taking, should be considered. We have examined writing books with no indifference. With the name of the scholar on the book, we trace the penmanship as a kind of estimating table; for a writing book is one of the surest tokens of a scholar's taste and order of mind.

Arithmetic occupies a prominent place in school studies. With a caution not to burden young minds, the teachers are directed to conduct the primary classes through simple and general exercises in numbers. Since intellectual and written arithmetic is a leading branch in our schools, and enters so largely into the education of the masses of the children, this branch has engrossed the interests of the Committee. We have felt an embarrassment in the endeavor to secure to the schools a philosophical method of teaching the science of numbers. An arithmetic, we believe, should have its definitions direct, and expressive of principles; its topics, its rules and explanations so arranged the mind can readily read the *laws* of numbers. A unit as the basis, numerical increase and decrease, a change of terms without changing values, should so appear in the solutions that an arithmetical system, clear and analytical, will be unfolded on the pages of the book. The definitions of arithmetic may be mathematical and not arithmetical; the *numerical* principle should always be evolved. The Committee have incited the teachers, while they select the merits of the text-books, to perfect themselves in an independent and just conception of arithmetical principles; and glad have we been to see at the desks of some of the school-rooms living interpreters of the science of numbers.

Geography has a large share of attention. The Primary and Common School class books furnish the scholars with a liberal course of geographical instruction. We have observed the scholars in several schools have a spirit in reciting and a zest for the knowledge of geography not observable in some other schools. We have listened to a few brilliant recitations during the past year such as we would like to hear in every school-room in town. The scope given to the imagination in traveling the earth with a map, hints of historical events that have transpired in places, the news of the day clearly associated with the localities mentioned, form the beauties of geography that attract the mind and enlist the studious inclination of the scholar, under the guidance of an apt teacher.

Grammar engages the attention of a portion of our scholars. We doubt if it is honored with a devotion according to its claims. We listen occasionally to scholars quite thorough in the grammatical principles of our language; but we have a number that begin to study grammar who do not pursue it, and many who never begin. Constructing sentences, forming short compositions, and letter-writing, have been required by a few of the teachers. These exercises ought to prevail more in the schools.

The method of administering the government of the schools has a diversity of character in town. The discipline of a school is the type of the teacher's judgment, of his temperament, and his understanding of his relation to his scholars. Some teachers in our school-rooms are composed and dignified; their movements transmute quiet to the scholars; they are not given to loquacity, but speak when it is necessary, and their words are effective. A few teachers are known to be uneasy, traversing the school-room, restless in any attitude, never standing still, and seldom ever sitting still. This demeanor may not be a mortal malady; it is, however, the disease of habit—sure to be contagious in the school. Some teachers will gracefully relax the rigidity, and relieve the heaviness of the school, by a pretty saying, or playful point, that will evoke the generous laugh. Others carry the indulgence to an extreme, and retail from the desk an excess of irony, cant phrases and crude jokes, administering reproof to scholars under a battery of ridicule which makes the walls of the school-room echo with the slang of the market.

It is hoped teachers will study more the *Principles of School*

Government. Teachers should remember they are not rivals with their scholars, to see who will gain the mastery. Each teacher is the head of the school, and, by his office, is clothed with authority. Scholars should be taught that they are to give an *account* of their conduct and studies to their teachers. The *accountability* of the scholar to the teacher ought to be the reigning law of a school. This rule should pervade the school by any method that is parental, by self, or monitorial reporting, by checks and the card system, or by whatever means will elevate the moral tone of the pupils. When a teacher corrects a child, the child should be made to feel authority is exercised by one to whom he is accountable. Let the child understand what is right in his relation to his teacher and to the school. Let not the penalty be inflicted by a slap or a blow at the moment of transgression. At a subsequent time of coolness, let the teacher inflict the penalty with a calm, affectionate and regretful spirit, especially if it must be corporeal. Should it be said such a course lacks promptness, and would employ the teacher to the hinderance of recitations, we say let recitations be suspended, or become secondary, till the scholars are convinced authority, accountability and order are *fixed facts* in the school; then the increased facilities for study will more than counterbalance the loss in time. We do not deny but what an effort to lead scholars to study, that they may be kept in order, is a rule with advantages; but with this rule only, a teacher needs more than two eyes—disorder will creep up through a crack. The truest discipline is this: First establish order, *that* scholars may study. We think teachers should not take the profession of school teaching, and parents should not commit their children to teachers, until both adopt the principles of school government.

The Committee call the attention of the citizens of the town to the advantages of graded schools. Where there are two or more schools in the same district, we think they should be graded and carefully classified. When two districts are in the same village, we commend a union of those districts, for economy, for a fuller range of studies, and for a higher standard of scholarship. We are convinced the graded schools in town are reaping benefits which are not secured to the mixed schools. If any doubt, we invite them to visit the schools with us and measure the difference.

H. W. KING, J. G. RICHARDSON, W. H. SEAGRAVE,	}	Committee.
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No. Dist.	LOCAL NAMES.	TEACHERS.	TRUSTEES.	Sch. house owner. D. district. P. proprie. No. of De- partments.
1	Mansfield,.....	Nancy Smith,.....	James C. Southwick,....	D 1
2	Slatersville,.....	S. S. Scammell, H. R. Seagraves,]	George W. Stanley,..... Phineas Boyle,..... John Trafton,.....	P 2
3	Branch,	Nancy E. Morse, Julia H. Clark,	Jesse Smith,.....	D 1
4	Union,	Lizzie F. Walden,	Seth C. Bradford,	D 1
5	Globe,	A. A. Meader, Josephine Darling,..... E. A. Peck,.....	Thomas A. Paine, Daniel L. Paine,..... Sidon Adams,.....	D 2
6	Manville,.....	W. C. Burlingame,	Daniel Hale,..... Albert C. Vose,	P 1
7	Staples,	Minerva J. Paine, Mary J. Aldrich,.....	George Dirk,.....	D 1
8	Aldrich,	Mary J. Hendrick, William R. Sayles,.....	George J. Hendrick,	D 1
9	Sayles Hill,.....	T. E. Cook, Henry S. Sayles,.....	Benjamin Sayles,.....	D 1
10	Mowry,	Phebe Enches,	Orrin Hunt,	D 1
11	Andrews,	Phila M. Newell,..... E. B. Brownell,	Barney Mowry,	D 1
12	Wyonkheig,	Amey M. Appleton,.....	Lemech C. Mowry,	D 1
13	Evans,	Naomi B. Harris,.....	George M. Appleby,.....	P 1
14	Greenville,	F. E. Gleason, Adeline F. Brown,..... N. B. Harris,	Pardon Angell,	D 2
15	Stillwater,.....	Mercy J. Steere,.....	William P. Steere,	D 1
16	Georgiaville,.....	Lizzie Brown,..... Phebe A. Cutting,.....	Benjamin A. Winsor,...	D 2
17	Allenville,.....	Julia A. Paine,	Arthur Salsbury,.....	P 1
18	Dexter,	Phebe E. Mann,.....	Benjamin S. Wilbur,....	D 1
19	Welcome Angell, ...	Edmund A. Angell,..... Mary Jenks,	George A. Angell,	D 1
20	Woonasquatucket, ..	Phebe A. Peckham, Mahala H. Killey,.....	Randall Mowry,.....	P 1
21	Albion,	Mary E. Tillinghast, ... Henry F. Scott,	Rice A. Brown,	P 1

No. Dist.	LOCAL NAMES.	TEACHERS.	TRUSTEES.	Sch. house owner. D. district. P. proprie.	No. of de- partments.
22	Lime Rock,.....	Ruth D. Turner,	Stephen Wright,	D	1
23	Moshaassuck,	Mary C. M'Cready, J. M. Flagg,..... S. J. Webb,.....	Levi J. Blanchard,	D	1
24	Central Falls,..... (S. Dis.)	Nancy W. Winsor,..... Sarah Comstock,	C. M. Paine,..... John A. Adams,.....	D	2
		Ruth A. Dana,..... N. H. McClintock,.....	H. Daniels,.....		
25	Bernon,	M. M. Meggett,	Samuel Green,	D	2
		Lydia E. Paine,.....	Stephen N. Mason, Hardin Knight,.....		
26	Hamlet,	Lydia M. Tucker,	John H. Bennett,.....	P	1
27	Sayles,.....	Lydia M. Cook,	George W. Lovell,.....	D	1
28	Sprague's	Josephine Arnold,	Thurston E. Phetteplace,	P	1
		H. S. Phetteplace,.....			
29	Angell,	Amanda J. Ballou,	Jeremiah Luther,.....	D	1
30	Friends,	Annie A. Whipple,.....	Lysander Flagg,	D	1
31	Louisaquisset,.....	Ariadne D. Smith,	Albert Holbrook,	D	1
			Benjamin Comstock,.... Lucius Miner,		
32	Lonsdale,	J. M. Ross,	George A. Kent,	P	3
		Laura K. Kilburn,	George Kilburn,.....		
		Mary E. Tillson,	Warren Cooke,.....		
33	Valley Falls,.....	Ellen J. Sayles,	S. R. Merrill,	D	2
		Sarah Bucklin,.....			
34	Blackstone,.....	Lizzie Pitts,	Otis Eddy,.....	D	1
35	Central Falls,..... (N. Dis.)	Mary E. Brown,..... Mary L. Gorton,	C. M. Paine,..... John A. Adams,.....	D	3
		Ruth A. Dana,.....	H. Daniels,.....		
36	Ashton, ..	P. A. Salisbury,	J. A. Barnes,	D	1

District Number.	SUMMER SCHOOL SCHOLARS.						WINTER SCHOOL SCHOLARS.					
	Boys.	Girls.	Whole No.	Average.	Over 15.	Under 5.	Boys.	Girls.	Whole No.	Average.	Over 15.	Under 5.
1	19	28	47	34		2	19	25	44	41	6	2
2	64	59	123	67	14	8	70	58	128	117	14	2
3	18	38	56	30	1	4	22	28	50	28	1	3
4	12	19	31	26	1	0	17	20	37	28	1	0
5	55	55	110	76	7	3	63	54	117	82	7	3
6	18	29	47	40	4	2	37	42	79	50	4	0
7	11	9	20	15	3	3	14	9	23	19	0	0
8	4	15	19	8	1	1	14	21	35	26	3	3
9	10	8	18	13	1	3	10	7	17	13	2	1
10	5	9	14	12	1	2	11	9	20	15	3	0
11	15	14	29	19	0	2	16	13	29	17	6	2
12	12	10	22	12	2	1	16	9	25	19	5	2
13	12	11	23	18	7	1	12	11	23	18	7	1
14	56	69	125	85	3	1	75	68	143	118	3	1
15	14	23	37	22	0	3	12	17	29	21	2	1
16	33	37	73	48	2	4	29	34	63	47	3	1
17	23	32	55	32	0	4	18	32	50	30	0	0
18	15	5	20	16	0	2	21	9	30	19	0	2
19	20	12	32	23	4	0	20	12	32	23	4	0
20	21	21	42	31	0	1	29	14	43	30	3	5
21	24	18	42	28	0	4	29	19	48	30	1	2
22	23	32	55	48	4	2	30	29	59	49	8	2
23	45	31	76	58	5	2	38	30	68	50	1	7
24	120	118	238	212	0	4	120	118	238	212	16	7
25	85	75	160	104	5	3	92	59	151	116	9	0
26	39	39	78	29	3	16	19	23	42	26	0	9
27	9	11	20	11	0	1	15	17	32	17	1	2
28	20	14	34	18	3	2	20	14	34	18	3	2
29	11	14	25	18	8	1	11	14	25	18	8	1
30												
31	19	18	37	25	4	0	19	18	37	25	4	0
32	93	88	181	129	0	0	132	90	222	152	0	0
33	47	51	98	72	1	14	49	47	96	76	2	8
34	24	28	52	30	3	6	34	18	52	41	1	2
35	85	87	172	108	0	7	142	143	285	190	0	0
36	18	32	40	30	5	2	18	11	29	21	5	0

S C I T U A T E.

At the annual meeting for the choice of Town Officers, on the third Wednesday in May, 1859, a Committee on Public Schools was chosen as usual. An appropriation of \$30 was also voted, as a compensation for their services during the year. This appropriation was the same in amount as the sum voted and paid out of the town treasury, for services of school committee the preceding year. Now, the sum thus set apart is so disproportionate to the amount of services rendered, that the committee are forced to the conviction, that the citizens of the town who would thus use their suffrages in the limitation of a just compensation to so insignificant a sum, are unaware of the requirements of the law, as bearing on, and binding the action of the committee in the exercise of a great amount of earnest labor, patience and care in the performance of their duties. So believing, the committee propose to make a statement, embodying somewhat in detail, the routine required of them by the statutes in relation to public schools.

All are aware that teachers must obtain a certificate of qualification from the committee, before they enter the school room; but *few seem* to be aware that the examination of teachers by a full board of the committee, requires two or three sessions each autumn and spring, besides attending to applicants who present themselves irregularly; thus making, if five days are spent in full board of four persons each time of meeting, ten days each year in that duty. In regard to visitation of schools, the law requires two visits, during each school term, in every district, and defines the work thus: "They *shall examine* the register, and other matters touching the school house, library, studies, books, discipline, modes of teaching and improvement of the schools." Upon the *thorough execution of these duties in letter and spirit*, the value and efficiency of the school laws really depend. But these duties *cannot* be thoroughly executed with a less time, than a half day at each beginning and ending of each term of public school; and as there are usually forty terms of such schools in the town each year, they would therefore require forty days of labor in that service.

The committee are required to keep a record of all their doings from year to year, which is always open to the inspection of any voter in the town. They are to examine all the returns of all the school districts in the town, and with great care and considerable labor, thus to ascertain what amount each district is entitled to, in the half of the original annual state appropriation.

The division among the several districts, of the divided state appropriations, the town appropriation, and registry tax, also requires considerable care and time. This done, a ledger account is opened with every district in the town, and credit given in it for all moneys belonging to said districts respectively, and from whence derived.

When orders are given by the committee to the trustees of any district, for defraying teachers' services, the amount is charged to that district in its separate account. These accounts have to be compared from time to time with the town treasurer's account, so that any discrepancy may be traced to its origin and rectified. Besides the meetings of the committee for examining teachers, it is necessary to have several business meetings in the course of the year. The time required for all these details of business, from two or three persons, would not be less than twelve days of ten hours each. And then the careful examination of the returns, for the purpose of presenting in tables with the annual report, the number of scholars registered, average attendance, division of moneys, length of terms, names of teachers, money expended, &c., &c., requires at least one day; and the full and complete abstract of the whole, required in the report to the State Commissioner, not less than another whole day. The time necessary for making out the annual report, the traveling, the finding a publisher, correcting the proofs, &c., &c., at least four whole days. "Time is money," and to say nothing of traveling expenses, the conclusion is clear that the committee do the school business of the town at a loss of sixty-eight days' time annually. .

For this amount of time, and for the services enumerated above, the town *magnanimously* appropriated the munificent sum of \$30.

At the annual meeting referred to, it was proposed to employ a superintendent, at a fair compensation, who should fully carry out and enforce the spirit of the laws, and thus secure all the benefit that could be derived therefrom. But the proposition was voted down, and the suicidal policy of previous years fully endorsed.

Under these circumstances, the individuals who had been chosen to constitute the committee, declined to take their engagements, and by such engagement perpetuate the farce of visiting schools, to little purpose. No one of the committee chosen, was willing to undertake the visiting of schools, for a fair compensation to be drawn from the town appropriation of \$900; and so the town was without a school committee until the middle of summer, when the Town Council, fearing the public money would be lost altogether, if not soon attended to, by personal solicitation prevailed upon Simeon C. Arnold, Esq., to undertake the task of visiting and overlooking the schools, with an eye to their positive improvement.

Mr. Arnold has, during what time remained for the performance of his duties, attended to them in a prompt and thorough manner, and it is but justice to assert, that if the system which he has but just inaugurated can be thoroughly carried out, the schools of this town can be put on as good a basis, and stand as well as the schools in any country town in the State.

Mr. Arnold's services have been paid for partly from the town appropriation of \$30 to the committee, and partly from the town appropriation of \$900 to the schools.

In the foregoing statement, the committee have not designed to hold up the past action of the town to derision, but inasmuch as smothered mutterings from the more culpable ones, sometimes catch the ear, the committee have no hesitation in presenting the facts in their true light, and whatever dereliction of duty there has been, they intend to have the responsibility rest where it belongs.

SUPERINTENDENT.

Of the value of an efficient superintendent of our schools, too much can scarcely be said. The teacher's province is wide, and his duties manifold. He has committed to his care and training the plastic minds, the buoyant hearts, and the stormy passions of that expectant generation which will soon take its place on the active stage of life. To mould the mind and discipline the heart and its passions, to *form the character* of our future statesmen, jurists, legislators, educators, civilians and citizens, is his high and noble calling; and as the importance and responsibility of such a vocation can hardly be overestimated, how needful that those helps

and influences be extended to him, which shall make him in the highest degree successful. Treatises on education, and the training of the Normal School, will do something towards meeting the teacher's needs, but yet his great want is only fully met, in having a wise and judicious counsellor, who shall enter the school room and see for himself, the entire work and all its actual difficulties. This is the office duty of a superintendent of schools. He should therefore be familiar, by personal experience, with the perplexities and discouragements, as well as the hopes and triumphs of a teacher's life.

With such an one to advise, to direct and encourage, what teacher would not feel a double energy, and perform with a higher ambition, and in a truer direction, his duties as a public educator? And it is because the teacher, as a public educator has a *higher* office than that of merely instructing in the ordinary branches of study pursued in our common schools, that a wise and public spirited superintendent is indispensable. What is it to be a public educator in truth and verity? Not surely mechanical teaching, that bane and pest of our common schools. Carrying a school through a daily and unchanging routine, from reading in the morning to spelling at night, is not education in its true measure and full signification. The term itself more fully defines its powers. The Latin roots "E" and "duco" from which the word is derived, signify a development, a leading forth, a drawing out, and therefore aptly expresses what is intended by the office of teacher or educator, that it is not merely to pour into and fill the mind with facts, but to evolve the reasoning powers as well, and thus enable the mind with its faculties, to make a practical and beneficent use of all the knowledge it might ever acquire. To educate a child then, is to unfold his mental powers, so that he shall not only grasp and comprehend the ordinary branches of study, but that he may have an intellectual training which shall give him a love for truth, a conscientious regard for the right, a thirst for knowledge of every kind, ability to weigh evidence correctly, detect error and comprehend the varied phenomena of the outward world, and his true position in it. It is in the school room there should be awakened that love and longing for an insight into the laws of nature, and that discipline of the mind to patient thought, to rigid investigation and clear perception, which are to-day in all the enlightened countries of the world, working out by "the la-

bor of love and the patience of hope," such brilliant discoveries and inventions, in every domain of the Sciences and the Arts.

Here should be aroused that bold inquiry into the reason and meaning of things, that untrammelled freedom of thought and action, which is so changing the social relations of mankind, so multiplying the elements of power, and thereby revolutionizing the industrial interests of the world. Fire, air, earth, water, light and electricity have waited for centuries to be pressed into the service of man, and we now feel a just pride in the extent of our mastery over them; but the career of conquest is still open, a richer harvest awaits the reapers. Other powers and forces, not less potent and marvellous, await development to do our bidding, and thus still further diversify the pursuits of man, and lessen his toil. With a more perfect cultivation of his vast susceptibilities and capacities, we may expect gigantic strides in the pursuit of knowledge, but as to the *extent* of future *possibilities*, their grandeur and their glory, it has never yet entered the imagination of man to conceive.

With such a brilliant age in prospect, how important that our youth should be surrounded with those examples, and plied with that discipline, which shall most surely evoke *all* their latent powers, and without which there is *never* a realization of that grand idea, so fitly expressed by the term "education."

Citizens of Scituate. As you desire your children should occupy respectable places in society, as you wish them to run well in the race for honorable distinction, and understand fully their obligations to themselves, their fellow men, their country, and their Creator, let no parsimonious economy, diminish the usefulness of your public schools.

"There is that scattereth, and yet increaseth, and there is that withholdeth more than is meet, but *it tendeth* to poverty."

CHARLES H. FISHER, *Chairman.*

837749A

REPORT OF VISITING COMMITTEE,

TO THE SCHOOL COMMITTEE OF THE TOWN OF SCITUATE.

The undersigned having been appointed a committee to visit all the public schools of the town, would respectfully present the following report of the same as they appeared on the days of visitation.

SUMMER AND FALL TERMS.

According to the instructions of the committee, which were owing to the lateness of my appointment, the summer schools were visited only once, consequently we are unable to determine their degree of advancement.

District No. 1. The teacher of this school apparently discharged her duties very satisfactorily. Some of the exercises were quite good. The school-room was too small to conveniently accommodate the number of scholars who attended school there during the winter term.

District No. 2. Two schools were maintained in this district during the summer term, and judging from the experience and ability of the teachers, we think they could hardly fail of success. On the day of visitation, both schools were united for the purpose of examination, in which both teachers and pupils honorably acquitted themselves.

Both schools were united during the fall term, under the care of a teacher who has earned a high reputation in that capacity in different schools of the town. We need only add, that she fully sustained her reputation here. The school-room was very quiet, and the recitations good.

District No. 3. The teacher of this school though having had the benefit of but little experience, appeared calm and self-possessed, and conducted the exercises of her school with much ability. Some few scholars in this school gave their teachers both in summer and winter, some trouble in governing; improvement in this respect however, was visible at the last visit.

District No. 4. A young lady just commencing the business of teaching had charge of this school, which was quite small, but appeared well for a school of its size.

District No. 5. This school was also under the care of a teacher of but little experience, but she succeeded quite well. Reading and writing were well conducted. The school was small.

District No. 6. The school in this district was taught by an experienced teacher, who was active and accurate in imparting information, but did not succeed quite so well in governing, the school being rather large.

District No. 10. We feel it to be an unpleasant duty to say that this is one of the most noisy schools in the town; notwithstanding we found some very well behaved and intelligent scholars there. For this state of things, we do not much blame the teachers who possessed the requisite abilities, and were evidently anxious to have good schools both in summer and winter. It appeared that a portion of the scholars were permitted to do about as they pleased at home, and were sustained in doing the same at school. We think it the duty of parents and guardians, to see that no outside influences are allowed to interfere with the prosperity of our schools.

District No. 12. For the past two summers, this school has been under the instruction of a young lady who here commenced teaching. On the day of visitation, the school, though large, appeared quiet, and the recitations, especially those in grammar, were quite interesting.

District No. 13. This school, considering its advantages, is rather more backward, we think, than it ought to be. The school-room is nearly new, well supplied with apparatus, and convenient of access to most of the children of the district. The teacher appeared to exert herself for the improvement of her school, with some degree of success, but we fear there is a lack of interest somewhere.

District No. 14. This school consisted principally of small scholars, some of whom were rather backward. The teacher apparently devoted her time and talents to the advancement of her school, and we believe gave general satisfaction during the summer term.

District No. 15. The exercises of this school are somewhat obstructed for want of space in the school-room. The teacher here commenced her first term. All things considered, the school appeared as well as could reasonably be expected.

District No. 16. Though small, this school, in charge of an ac-

tive and efficient teacher, made good improvement. The exercises in penmanship and arithmetic were well performed.

District No. 17. The teacher of this school was attentive to the wants of her scholars, and manifested a desire to perform her duties faithfully. Her efforts were apparently attended with success. The school-room was kept clean, and a friendly feeling seemed to exist between teacher and pupils.

District No. 19. This is a large school, many of the scholars being quite small. The teacher, though not in the enjoyment of very good health, devoted his time industriously to the advancement of his school. It appeared very well. The same teacher taught the fall term. Improvement was apparent. In other respects, the school appeared much the same as in the summer.

The schools not reported were closed without notice to the visiting committee.

WINTER SCHOOLS.

As all the circumstances connected with each school should be considered, in order to form a just opinion of the merits of teachers and pupils, and the relative standing of each school, it is deemed essential to report the comparative degree of excellence of the several exercises noted at each visit as follows:

[Figure seven indicates the highest degree of proficiency.]

District No.	*	Scholars Registered.	Reading.	Spelling.	Writing.	Arithmetic.	Geography.	Grammar.	History.	Composition.	Declamation.	Algebra.	Government.	System.	Energy.	Tact.	Accuracy.
1	38	40	3	3	4	4	4	3	..	..	..	..	..	5	5	6	5
	26	..	4	3	4	5	..	..	..	..	..	..	5	5	6	5	5
2	80	68	4	4	..	4	..	..	..	..	..	..	..	6	5	4	6
	29	..	5	5	4	5	..	..	..	..	..	..	6	5	4	6	6
P	21	..	4	3	..	..	..	..	..	..	..	..	..	4	5	6	5
	23	..	5	4	..	4	..	..	..	..	..	..	4	5	6	5	5
3	15	29	3	3	5	5	4	..	..	..	..	..	5	5	4	5	5
	15	..	4	3	6	5	5	..	..	..	..	..	5	5	4	5	5
4	14	18	6	4	4	5	4	5	..	..	..	..	6	5	4	6	7
	15	..	6	..	5	5	5	4	..	..	..	..	6	5	4	6	7
6	20	25	4	3	5	4	4	..	..	..	..	..	5	4	5	4	5
	16	..	4	..	6	4	..	4	..	..	..	..	5	4	5	4	5
6	26	39	5	3	5	4	4	..	..	..	..	5	6	5	6	5	6
	27	..	5	4	6	5	..	5	..	..	..	..	6	5	6	5	6
7	21	34	4	5	4	4	5	4	..	..	..	..	5	5	4	5	6
	19	..	5	4	6	5	5	..	..	..	..	..	5	5	4	5	6
8	..	24	..	..	..	..	..	..	..	..	..	..	6	5	5	5	6
	13	..	5	..	4	5	6	5	..	..	..	..	6	5	5	5	6
9	31	40	6	..	5	4	4	..	..	..	..	..	7	6	6	6	7
	35	..	7	4	5	6	5	5	..	..	..	..	7	6	6	6	7
P	39	60	4	4	3	4	..	..	..	..	..	..	7	7	6	7	6
	43	..	5	4	4	5	7	..	..	..	..	..	7	7	6	7	6
10	28	37	4	4	4	5	5	..	..	..	..	..	5	6	5	6	6
	29	..	4	4	5	5	..	..	..	..	..	..	5	6	5	6	6
11	17	24	7	4	6	5	6	6	..	..	..	..	7	6	5	6	7
	20	..	7	5	7	6	..	6	..	..	..	..	7	6	5	6	7
12	..	61	..	..	..	..	..	..	..	..	..	..	6	5	6	6	5
18	21	40	5	4	4	4	..	..	..	..	..	..	6	5	6	6	5
	26	..	5	6	5	5	..	..	..	..	..	..	6	5	6	6	5
14	21	34	5	5	4	4	5	..	6	5	..	..	6	4	5	5	6
	9	..	5	5	4	4	6	..	6	..	..	..	6	4	5	5	6
15	32	87	7	5	6	6	..	6	..	5	..	..	7	6	7	6	7
	29	..	..	..	7	..	..	6	..	..	5	..	7	6	7	6	7
16	12	22	5	5	4	6	..	..	..	..	..	..	7	6	6	5	6
	18	..	6	..	5	6	6	..	..	..	..	..	7	6	6	5	6
17	89	55	4	4	5	..	6	5	..	..	..	..	4	5	7	5	7
	29	..	5	4	5	..	7	5	..	..	..	..	4	5	7	5	7
18	30	41	5	..	6	5	..	..	..	..	..	..	5	6	5	6	5
	35	..	6	4	6	6	4	4	..	..	..	..	5	6	5	6	5
19	44	51	5	4	5	4	3	4	..	..	..	..	6	6	5	5	6
	33	..	6	4	6	5	4	5	..	..	..	..	6	6	5	5	6

* This column gives the number of scholars present at each visit.

Opposite the district numbers will be found a report of the first, and directly under it a report of the second visit.

P—Primary department.

Near the commencement of the term, in district number eight, the committee called twice, and found the school not in session.

The school in District Number Twelve was taught by the visiting committee.

A careful examination of the above form, in which the exercises witnessed by the visiting committee are reported, we think will demonstrate its utility.

Comparatively speaking, our schools for the past year have, with few exceptions, been taught by competent teachers and are, in many respects, gradually improving. As an evidence of this, every year increases the number of applicants educated in the town, who have prepared themselves for teaching, thus affording to districts a better opportunity of selecting for teachers those who will still further improve their schools.

In presenting plans for the improvement of our schools, the thought occurs that so much has been said upon every topic connected with public instruction, that no one need be ignorant of his duty toward our public schools, and we are not particularly desirous of adding to the plagiarisms that are from year to year copied and recopied in every conceivable form and sent broadcast over the land, yet so long as an evil exists, so long should the proper remedy be applied, and as an official report affords the best medium of communication with those interested in the cause, we propose to state a few plain facts in a practical way, hoping that they will be acted upon in the same manner. Our system of public instruction is an institution that should and will give tone and character to all our other institutions, and as such, is entitled to the good offices and best wishes of every member of the community. No allurements should tempt any one to betray its interests. The efficiency of our public schools must in a great measure depend upon the action of parents and guardians and we would earnestly exhort them to be faithful to the trust reposed in them, and see to it, that their children shall receive the greatest possible benefit to be derived from the bounty so liberally supplied by the town and State.

We are satisfied that one of the principal means of attaining this object, is to make frequent visits to your schools. We do not mean the precise and formal visits that are sometimes made, which disconcert both school and visitors. Do not visit your schools for fashion's sake, though we wish it were more the fashion to visit them. Affectation and formality should be entirely laid aside, and a spirit of kindness and sympathy entertained in their stead. If you are not qualified to instruct, go there to learn—none are excluded from our schools on account of age or ignorance. Forget, for a while, the race you are running after the mighty dollar, and enter the busy school room where your children, in acquiring the ability to discharge the duties of maturer years, are receiving

life long impressions. Observe carefully every thing that transpires there; thoroughly acquaint yourselves with the character and plans of your teacher; let the scholars see that you are interested in their advancement; where advice is needed give it in a spirit of kindness; ridicule only makes real merit more diffident. Adopt this course and you will be astonished at the improvement in yourselves and your schools, and will find many an old prejudice, which you had delusively hugged as an article of faith, melting away under the steady growth of truth. But do not be discouraged, if you do not find any perceptible improvement either in yourselves or the school by reason of your first, second or even third visit, but persevere, one and all, until you make your schools what they should be, a moral, social, and a home institution, as well as a literary and scientific one; until you make yourselves familiar with their successes and their failures, our schools will not be what they ought to be. But we hear some say, "we would like to visit our schools oftener, but are so much engrossed in other pursuits that we have not time to spare," yet those same persons will find time to discuss the fleeting topics of the day, by the hour together, and will frequent places of public resort for the purpose of killing time. Others say it will do no good. To such we would say, "come and see." We are inclined to think that disinclination, habit and a want of proper interest, are the principal reasons. We had intended to point out several other delinquencies which have a tendency to render our schools inefficient, but if what we have already said is not heeded, it is useless to say more; and if our advice is complied with, the parents will readily perceive what is wanting, and will, we hope, become sufficiently interested to remedy existing evils by supplying every proper want of our schools.

Respectfully submitted,

SIMEON C. ARNOLD,

Visiting Committee.

RECEIPTS FOR THE PAST YEAR.

From State,	-	-	-	-	-	-	-	\$1,765 08
From Town,	-	-	-	-	-	-	-	900 00
Registry Tax,	-	-	-	-	-	-	-	626 00
								<hr/>
								\$3,291 08

The following table shows the number of scholars registered, and the average attendance in each district, for the school year ending May 1st, 1860; also the amount of money apportioned to each district. The division of the money, in the column headed "average," is made from the average attendance of the year ending May 1st, 1859.

Number of District.	Registered.	Average Attendance.	DIVISION OF STATE APPROPRIATION.			Town Tax.	Registry Tax.	Amount
			Average.	Equal.	New allowance.			
1	40	33	27 75	27 02	38 86	45 00	32 95	171 58
2	63	50	47 57	27 02	38 86	45 00	32 95	191 40
3	29	22	24 78	27 02	38 86	45 00	32 95	168 61
4	18	14	14 86	27 02	38 86	45 00	32 95	158 19
5	25	19½	21 80	27 02	38 86	45 00	32 95	165 63
6	39	27	25 77	27 02	38 86	45 00	32 95	169 60
7	84	28	16 85	27 02	38 86	45 00	32 95	160 18
8	24	16	17 84	27 02	38 86	45 00	32 95	161 67
9	100	70	58 52	27 02	38 86	45 00	32 95	197 35
10	36	28	33 70	27 02	38 86	45 00	32 95	177 53
11	24	17½	14 87	27 02	38 86	45 00	32 95	158 70
12	60	43	38 70	27 02	38 86	45 00	32 95	177 63
13	65	29	22 99	27 02	38 86	45 00	32 95	166 82
14	34	19	21 80	27 02	38 86	45 00	32 95	165 63
15	37	38	27 75	27 02	38 86	45 00	32 94	171 57
16	21	16	16 85	27 02	38 86	45 00	32 94	160 17
17	51	36	25 77	27 02	38 86	45 00	32 94	169 59
18	41	34	28 05	27 02	38 86	45 00	32 94	171 87
19	51	38	38 05	27 01	38 86	45 00	32 94	182 46
792			513 37	513 37	738 34	*855 00	626 00	3,246 08

* Deducted from the Town Appropriation, \$20.00 for printing Report, and \$25.00 to defray the expense of visiting schools.

NAMES, RESIDENCE, &c., OF THE TEACHERS IN THE PUBLIC SCHOOLS.

COMMISSIONER'S REPORT.

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SUMMER TERM.				WINTER TERM.			
Number of District.	NAMES OF TEACHERS.	RESIDENCE.	Length of Term.	Number of District.	NAMES OF TEACHERS.	RESIDENCE.	Length of Term.
1	Harriet C. Walker,.....	Scituate,.....	5	1	Reuben Page,.....	Scituate,.....	8
2	Harvey L. Spencer,.....	"	8	2	{ James W. Colwell,.....	"	4
3	{ Asenath Aldrich,.....	"	4	8	{ Harriet A. Winsor,.....	"	4
4	{ Caroline P. Hopkins,.....	"	4	4	{ Nehemiah A. Angell,.....	"	4
5	{ Phebe Aldrich,.....	"	4	5	{ Miss M. W. Healey,.....	"	4
6	{ Angeline E. Tourtelott,.....	"	4	6	{ Harrison Clarke,.....	"	4
7	{ Lizzie A. Bishop,.....	"	4	7	{ Desire Aldrich,.....	"	4
8	{ Henrietta A. Kaighn,.....	"	4	8	{ Miss A. M. Wilbur,.....	"	5
9	{ E. E. Bowen,.....	Coventry,.....	8	9	{ George A. Bitgood,.....	Coventry,.....	5
10	{ Lucia Knight,.....	Taunton, Mass.,.....	4	10	{ W. U. Potter,.....	Sterling, Ct.,.....	4
11	{ Betsey S. Ralph,.....	Scituate,.....	5	11	{ Skillman T. Matteson,.....	Scituate,.....	4
12	{ Sallie R. Atwood,.....	Thompson, Conn.,.....	8	12	{ Sallie R. Atwood,.....	Thompson, Ct.,.....	4 1-2
13	{ Pattie A. Austin,.....	Scituate,.....	5	13	{ Simon C. Arnold,.....	Scituate,.....	5
14	{ Sophie Yeaw,.....	"	5	14	{ Jeremiah Farr,.....	"	8 1-2
15	{ Fannie E. Olney,.....	Central Village, Ct.,.....	6	15	{ Fannie E. Olney,.....	"	4 1-2
16	{ Alice A. Allen,.....	Scituate,.....	4	16	{ Charles F. Andrews,.....	Central Village, Ct.,.....	8 1-2
17	{ Siphcautus Patterson,.....	"	4	17	{ Siphcautus Patterson,.....	Warwick,.....	1 9-10
18	{ Emma A. Mathewson,.....	Foster,.....	5	18	{ Henrietta A. Kaighn,.....	Scituate,.....	4
19	{ Daniel Chandler,.....	Scituate,.....	3	19	{ Stephen F. Ramsdell,.....	"	4
	{ Elisha H. Wright,.....	"	6		{ Elisha H. Wright,.....	"	8

The following table gives the local name, post office address, and amount of public money expended in each School District, together with the amount remaining in the treasury, due each District, for the school year ending May 1st, 1860.

Number of District.	LOCAL NAMES.	P. O. ADDRESS.	Summer School.	Winter School.	Total for Summer and Winter.	Remaining in Treas'y.
1	Rocky Hill,.....	N. Scituate,.....	60 00	80 00	140 00	42 53
2	N. Scituate,.....	"	85 00	122 00	207 00	†15 47
3	Eagle,	"	46 00	101 00	147 00	80 63
4	Academy,	"	48 00	87 00	135 00	81 13
5	Chopmist,	"	64 00	107 00	171 00	22 12
6	Rockland,	Rockland,	82 33	88 00	170 33	†37
7	Potter,	S. Scituate,	48 00	85 00	133 00	60 92
8	Burnt Hill,	Hopeville,	44 00	90 00	134 00	121 31
9	Hopeville,	"	*	184 00	184 00	13 35
10	Kent,	"	70 00	81 00	151 00	91 64
11	Barnes,	S. Scituate,	57 00	95 00	152 00	53 26
12	Saundersville,	N. Scituate,	80 00	85 00	165 00	12 53
13	S. Scituate,	S. Scituate,	50 00	80 00	130 00	41 24
14	Richmond,	"	85 00	42 21	127 21	39 04
15	Triptown,	N. Scituate,	49 00	120 90	169 90	12 19
16	Westcott,	S. Scituate,	64 00	72 00	136 00	25 08
17	Clayville,	Rockland,	88 00	125 00	168 00	21 21
18	Glenford,	N. Scituate,	52 00	96 00	148 00	56 19
19	Bettyville,	Rockland,	70 00	70 00	140 00	77 48
			1,087 83	1,811 11	2,898 44	786 01

* Private school.

† Overdrawn.

CYRUS WALKER, Clerk.

CUMBERLAND.

To the citizens of Cumberland, the School Committee ask leave to submit their Annual Report:

The Committee was organized June 13, 1859, at Cumberland Hill, by the choice of Geo. W. Jenckes, chairman, and Davis Cooke, jr., clerk.

Geo. W. Jenckes was appointed Visiting Committee. At a subsequent meeting Dr. Jenckes resigned the office of Visiting Committee, and John Boyden was appointed in his place.

John Boyden, John Jennings and E. L. Blake were elected Committee on Books.

The Town Treasurer's Report gave the following sums as subject to division, viz:

Unexpended balance on hand,	-	-	-	\$59 43
Town appropriation,	-	-	-	2500 00
Old State appropriation,	-	-	-	1578 87
New " "	-	-	-	777 20
Registry Tax,	-	-	-	354 00
				<hr/>
				\$5269 50

Reserving \$59.43 for incidental expenses, the Committee ordered that the Town appropriation be divided as in years past—one-third equally among the Districts, and two-thirds according to the average attendance of scholars—which gives the following result, viz:

To Dist. No. 3,	\$200 63	No. 11,	\$171 04
" " 4,	178 56	" 12,	186 23
" " 5,	155 44	" 13,	436 78
" " 6,	191 10	" 14,	193 60
" " 7,	201 13	" 15,	178 56
" " 8,	163 53	" 16,	268 54
" " 9,	178 16	" 17,	193 60
" " 10,	172 61	" 18,	171 04
Consolidated District,	.	.	1969 52

The regular meetings of the Committee have been held, and

harmony has prevailed in our councils. Only one change has been made in regard to Books. The Progressive Speller has taken the place of Town's Spelling Book, and we trust, with advantage to the schools. It is believed to be a better book, and a more appropriate beginning to our regular series of Reading Books. It is believed that further change might have been made in this department, but reluctance to increase the burdens of the people has postponed any recommendation. Before long, it will doubtless be necessary either to get a new edition of the Geography in use, or else to substitute a new book. This will involve some expense, but we presume it will be met without much complaint.

The School-houses in the Town remain much the same as at the rendering of the last Report, except at Valley Falls. There a most flattering change has been wrought. A new house has been erected on a commanding site, neatly enclosed. The playground is ample, the house is convenient, tastefully furnished, and well ventilated. It is two stories high, contains two large rooms, with recitation rooms, and a good cellar underneath. It is a monument to the liberality and persistent zeal of the people, and we hope will prove a stimulus to other districts to go and do likewise.

The house in Jenckesville is fast reaching the point (if it have not already,) when it must be held as unfit for school purposes. It was once enclosed, but the fence has taken to itself "wings," and begun to "fly away." The interior of the house is sadly out of repair, besides needing a thorough remodeling. Other houses need improvement, but they were referred to in the last annual report, and we commend that to your consideration.

We believe the schools are in a prosperous condition; but they can yet be largely improved. Let Trustees sacrifice time and money, in order to secure the best teachers that can be had; let parents strive to keep their children in school constantly,—never allowing them to leave except under the most aggravated circumstances, and then not without a full and candid investigation; and let Teachers ever seek to increase their own efficiency, and the result would be gratifying beyond expression. In this connection we would advise Teachers to read educational works, attend education Institutes, and, wherever it is practicable, attend the Normal School. All these advantages may be obtained in this State, and any Teacher who is indifferent to them, gives la-

mentable evidence of being either too dull or too self-conceited, or too penurious, to accomplish much perceptible good among the youth of our day. It is one of the facts not to be successfully disputed, that, the best Teachers are the most anxious to avail themselves of means of improvement. The poorest least understand their own deficiencies. To all Teachers, therefore, we commend the Rhode Island Schoolmaster as a worthy companion and assistant in their profession; and to all, especially those who have little experience in teaching, as well as to those who are intending to enter the profession, we say—secure if possible, the benefits of Normal Instruction.

One topic deserves, we think, the careful consideration of the people at the present time: we refer to the question of the utility of the District system. The friends of education elsewhere are agitating the subject, and there is evidently a growing disposition to place the management of the schools entirely in the hands of a Committee chosen by the Town. We believe such a system would be far more efficient than the present. In Massachusetts eighty towns or more have adopted the plan suggested and in no instance have they returned to the District system, as we are assured by the Report of the Secretary of the Board of Education. We commend the following extracts to your careful attention:

“I deem this a fit occasion to invite the inhabitants of the towns, where districts still exist, to take the matter into their own hands, and reconstruct their school system upon a basis which will admit of economy, progress, and efficiency. I entered upon the duties of the office I now hold with some faith in the district system; my observation and experience have destroyed that faith entirely.

“Whenever a town has established the municipal system, and adhered to it for two years, there has never within my knowledge, been a serious effort in favor of the restoration of the district system.

“Practically, the district system denies the value of experience. Each year sees a new prudential committee-man, and each term a new teacher. The experience of a year is rendered valueless by the election of a new committee; and the teacher labors for a single term, commencing without a knowledge of what the pupils have previously accomplished, and ending without an interest in their future.

“The quality of the school depends upon the character of the

teacher; and the character of the teacher depends upon accident, or the caprice, prejudices, or convenience of the committee-man. Each teacher brings into the school his own ideas of teaching, and after two, three or four months, he goes away and his place is taken by a stranger, who introduces new methods, without the judgment of any body concerning their relative value. The successive terms of school in the same district have not, usually, any personal or educational connection with each other. Each term is an experiment which proves nothing but its own failure or comparative success; and it does not even furnish, either in its failure or its success, a basis for future operations:

"The district system is an obstacle to the establishment of graded schools. There are many villages, in towns where the district system exists, that are divided into districts, which, if united, would furnish pupils for a school of two, three, or four departments. In all these cases there is great waste of money and of teaching force. The object of our school system is to get a competent teacher into every school; but the district and the prudential committee systems are the best security which the public can take, that that object shall never be attained. Admit that all the inhabitants of a district are disposed to do what is right and proper, and what are the chances of success? Rotation in office is the law of their public action. This is often a necessity. Each citizen feels the burden of the duties, and he therefore claims that others shall bear their share. Often there is a public sentiment which at once demands for, and concedes to every man the right to hold the office in turn. In either case, the one all essential requisite of experience is wanting; and though the prudential committee may be a good citizen, a good farmer, a good mechanic, or a professional man in regular standing, he yet lacks knowledge of the business which he is to transact. His acquaintance with teachers also is limited; and he finds, moreover, that the towns in which the prudential system does not exist, having always a committee competent to make contracts for a year in advance, have secured the services of the most competent persons. Thus, by the unnecessary multiplication of districts and schools in the sparsely peopled towns, the small number of pupils in each school, the lack of experience in prudential committees, and, on the other hand, the existence of superior schools, the payment of higher wages, the larger experience of committees where the municipal system

exists, there has arisen a difference between the towns of the Commonwealth which admits of no other explanation than that suggested in this Report. Nor ought the statement of the fact to be omitted, that the course pursued occasionally, where the district system exists, is open to the gravest objections. District meetings are not generally attended by even a majority of the voters. It therefore happens that it is possible for a minority to elect the officers and control the policy of the district. Hence it is true of nearly every town, that once at least in its history, the organization of a district has been seized by a small number of men who entertained schemes inconsistent with the welfare of the schools. Assembled by concert, in the shades of evening, in a dimly lighted house, they have proceeded without serious opposition to consummate their schemes; and a prudential committee, in their interest, has been elected, who at once makes a contract with a *relative, friend, or favorite*, without regard to the intellectual or moral welfare of the children who are to be members of the school.

"Nor under such circumstances, is it often in the province of the superintending committee to resist the scheme, or to redress the grievance. These evils come from the exceptional and anti-republican character of our school districts. There is no other department of government in the Commonwealth; or under its authority, in which it is possible for a single person, acting in the name of the people, to proceed without consultation, without deliberation, without agreement, and bind his constituency in matters affecting their nearest rights and dearest privileges, and all without regard to any influence or opinion but such as proceeds from his own whims, passions, prejudices, or errors.

"Nor is it true that more interest in schools is manifested where the district system exists, but the greater interest is observed where good schools are found. The quality of the schools and the interest of the people act and react upon each other. A generous and intelligent public interest renders the establishment of good schools necessary and easy, and good schools are calculated to widen, strengthen, and deepen the interest of the people. Therefore it is absurd in reasoning, and false in history, to assume that a system under which poor schools are the rule, and good ones the exception, is adapted to increase the interest of the people in learning, or in the institutions thereof.

"In concluding this part of my Report, I earnestly invite the

inhabitants of the towns where the district system still exists, to make faithful trial of the municipal system, for the period of two or three years. And be it everywhere understood, that the abolition of the district system, whether by law of the State, or the action of the towns themselves, works no concentration of power in the hands of any body outside of the respective municipalities interested. The legislature takes nothing, the Board of Education takes nothing, but the towns reclaim and exercise certain authorities, and perform certain duties, primarily, originally, and always their own, until they saw fit to transfer them, temporarily and for certain purposes, to the districts, whose existence even was due to, and always dependent upon, the action of the towns. The re-assumption of these duties and authorities is entirely consistent with the original policy of the Commonwealth, which regarded the towns as the responsible managers of the common schools. Nor can there be any safer depository of this power. If any where under the canopy of heaven, and among men, there is a perfect democracy, it is in New England, a Massachusetts town meeting. There, in the light of day, and in the presence of the world, where the power of each man, without regard to social, sectarian, pecuniary or industrial distinctions, is equal to that of any other man, the people proceed to legislate upon all their municipal concerns. And is there one of higher moment than the management of their public schools? And is there danger to popular liberty when the power to take the initiative in the selection of a teacher is transferred from the evening meeting of a minority of a school district, to the inhabitants of a whole town assembled in the light of day to legislate upon all matters of local and municipal importance?"

These extracts are presented for the consideration of the citizens, not as embracing the whole truth on this subject, but as hints to aid in the formation of a public sentiment which we believe will be healthy. There are difficulties in the way of the district system which render it exceedingly objectionable, and it would seem wise to avail ourselves of the experience of those who have practically tested the municipal system. We need not wait for State legislation—we are competent to try the new way ourselves, as an experiment, and if it does not work better than the old, we can at any time retrace our steps. It deserves a trial for three reasons especially: First, it would enable the committee to test the qualifications of candidates for teaching before engaging them,

and the examinations would be had much earlier than they are now, and thus afford an opportunity to supply the deficiency before the best class of Teachers are all engaged. Second, it would reduce the amount of favoritism, because one Committee would not have so many relatives as twenty. Third, it would secure a more uniform condition of the school-houses, for the responsibility would rest on a single Committee. With these suggestions we leave the matter, and commend to your attention the Report of the Visiting Committee.

GEORGE W. JENCKS, Chairman.

DAVIS COOK, JR., Secretary.

REPORT OF THE VISITING COMMITTEE.

To the School Committee of Cumberland:

GENTLEMEN,—I beg leave to lay before you some account of the Public Schools, with a few suggestions as to defects and the remedies therefor.

I do not propose to speak in detail of the several schools, but will take occasion to say, they are generally in as good condition as I have ever known them to be. With two or three exceptions in cases of limited experience in teaching, our teachers have acquitted themselves well—many of them excellently. I have been able to visit them all according to law, except in those cases where the Trustees failed to give me due notice—a duty which the law specially assigns to them.

In the Report of my predecessor last year, delinquency in this respect was particularly noticed, but the evil is not yet quite removed. I trust the officers referred to will not consider our complaints unreasonable, when they remember that a failure on their part necessitates a failure on ours. We have something like a *system* of education, and a derangement in one part of the machinery sends defects through all operations and deteriorates the results. We must be co-operators, or we shall waste both time and money. This is no personal matter, else it might be passed in silence. We are appointed to promote the intelligence and

virtue of the young, and through them, the well-being of the community and the world. And we surely ought to make it a matter of conscience to fulfill the duties of the offices we voluntarily accept, and which are solemnly sealed by our oath. If we do not mean all this, we ought to decline in the outset, and leave our places to those who will not sport with the interests of immortal natures.

The returns which Trustees are expected to make, are not all in at the present writing. And not a few of those received are wanting in necessary details. This is a work in which Teacher and Trustee should labor together so that it may be rendered complete as possible.

Some of the school houses need attention from Trustees. The Clerk of each district has, or ought to have in his possession, a copy of the School Laws, and all the officers under them should take pains to inform themselves of their duties. The law specifies that Trustees "shall provide school room and fuel," and of course this embraces all things essential to comfort, neatness, and order. Yet in several instances this duty is unheeded. There is neither scraper nor mat, and of course no way of keeping the school room as it should be. And thus one important element in moral training is neglected. Nor is this condition always owing to want of knowledge as to the needs of the school room or the duty of the officer. One of the Teachers told me last winter, that he had repeatedly asked the Trustee to get a mat and scraper, but there was no response; and though his school room was utterly unfit for use, I could not blame the Teacher for its appearance.

A few instances have occurred during the year, in which pupils have been suspended for refusing to obey their Teachers. Some have returned upon promise of amendment, while others have been suffered to remain out, thus obtaining, it is feared, parental sanction of their rebellious spirit. Nothing can more effectually harden a child, or prevent his making earnest endeavors to do right than such a course as this. Parents possessed of intelligent minds must know, that healthful obedience to the regulations of the school room can only be secured by their co-operation. A child may be made to yield in terms, without the *spirit* of order—muttering with his lips, if he dare—nourishing venom in his heart, and thus preparing to embitter the cup of which the un-

wise parent must sooner or later drink. We do not affirm the infallibility of teachers, nor ask indiscriminate approval of their management. We admit, that, in extreme cases, a parent may be justified in keeping his children out of school. But no extreme cases have come to my knowledge the past year. Pupils have refused to study and recite according to rightful direction. For this they have been suspended by their teachers, and then justified by their parents; or, at any rate, have not been sent back. Such parents must eventually reap what they have sown, and the whole school must suffer from their foolish indifference to healthy discipline.

Aside from cases of this sort, we have to lament, as in former years, the irregular attendance which characterizes some of the schools. By reference to the statistical table it will be seen that in some instances the disparity between the number registered, and the number in daily average attendance, is very great. In District No. 12, at the closing examination (winter term), if my memory serves me, we had only eight pupils present. The whole number was twenty-seven. One after another they had withdrawn—not a few, it is believed, to avoid the examination. I heard no dissatisfaction with the teacher, but rather, that no one complained of him; while my own judgment, after repeated visits, approved him as a young man of much promise in his profession. Such culpable neglect is without the shadow of justification.

In New Hampshire there is a law, by which truant scholars found at large are taken before a Justice of the Peace, and sentenced to thirty days on the town farm. There they are put to work, and if they play truant from *that* school, they are sentenced to sixty days, with certain solid fixtures which render a second attempt to escape quite improbable.

It is unquestionably the right of the State to guard itself against the growth of crime, as much as against the spread of pestilence. I hold that truancy is the seed of criminality, and we have the right, nay, it is our duty if possible, to prevent it. As against this position, men will say I have no concern with their children, so long as they do not injure my person or property. And to this the reply is, "no man liveth to himself," or his family alone. He has no right to poison the atmosphere which all must breathe,

and he cannot retire to a world where he can be isolated from the rest of mankind. So that every man's conduct as an index of moral character, is open to blame or praise—to freedom or restraint. The laws establish guardianships to prevent the waste of property; and how much more assiduously ought they to guard against the corruption and decay of society. It would seem that legislators should turn their attention to the question of truancy, especially as it exists in cities and large villages, and provide, as far as may be, against this abuse of privileges—so deleterious to the best interests of the community.

Aided by the new "Speller," which the Board authorized to be used, we have given greater prominence to *orthography* in the schools than before. There is a very general desire among pupils to leave the art of spelling chiefly to those who can do little else. And I have come to think, that even among teachers and committeemen, the importance of this branch of education is vastly underrated. I confess to a good deal of personal dereliction in this, that, I have not formerly, and perhaps during the current year, even, given it sufficient importance in the examinations.

At one of the Institutes not many months since, the skill of the Teachers assembled was put to the test, and the result was not at all flattering. Of course, this was an index of *their* estimate of good spelling, because men naturally give prominence in their labors to that which in their judgment is most important. And they are quite likely to think, that, what comes most naturally to themselves, is the most important. Hence, men are wont to ride hobbies, and hence, in the individual and the school, there is a want of symmetrical development. The same is true of parents, who often desire that their children may be thoroughly trained in certain branches, supposed to be especially available in certain kinds of business, with very little thought for that wider culture which goes to unfold a complete manhood and make preparation for the whole of life.

In regard to spelling, it is manifestly the root of education. If the root be unsound, so are the branches. It cannot be thoroughly taught without system. It must have ample place in the exercises of the school, and be so conducted as to make it certain that every pupil is put to the test. A recitation in arithmetic is imperfect unless it is made to appear that every scholar engaged in the exercise comprehends every question in the lesson. The

thoughtful Teacher will readily see that, in some of the common methods of conducting a spelling exercise, it is possible that a pupil may not miss a word *given* him, and yet there may be a number of words in the lesson which he would be unable to spell correctly. It has been said, that, "every man is as lazy as he *can* be;" and this is so *near* the truth, at least, as to justify us in saying, that, scholars are generally quite well satisfied if they make good recitations, even though they are not so thorough as they appear to be.

I would not attempt to prescribe the method of teaching spelling. I doubt if any one method can be sufficient. The exercise no doubt should be conducted sometimes by writing and sometimes orally, and large attention should be given to definitions. With the more advanced pupils, I think the *meaning* of a word should always accompany the orthography, in the mind. Especially should this be the case where words of different orthography have the same pronunciation. In looking upon a promiscuous display of instruments, we should at once begin to recognize the differences among them, but a knowledge of their *uses* would help us very much to retain their different forms in the memory. On the same principle, to know the use or meaning of a word, will strengthen the memory of its form.

It is a great day to the little child when he can carry home the news that he has begun to "read in reading." It is of no consequence if he have to spell out every word just as he reads his spelling lesson; he is delighted to think he can "read in reading." I am a little suspicious that, children are often crowded along too fast, and thus early learn to think that spelling is of little consequence. The teacher of music, if he make thorough work, will drill his pupil a long time in what are called the "Exercises," without allowing him to attempt to play a tune. For as the "Exercises" are dull and uninteresting to the learner, he desires to get through them as soon as possible, and if he once gets able to play a piece which seems to have meaning, he will be very reluctant to practice the previous lessons. Something akin to this is exhibited in our schools, and it is important that Teachers guard against it. There is a general inclination to consider the Spelling Book as belonging almost entirely to the younger pupils, while in reality it should be the aim to keep it in all the classes, and bring it up for review, to the whole school.

In this connection, (hoping that Teachers will read what we have to say touching their duties,) I would earnestly press the question—*What method of conducting an exercise will secure the greatest attainable thoroughness?* Suppose the questions and answers to be given orally, and the exercise to be in spelling. Should scholars spell for places? If so, great care should be taken at stated times, to shift their positions, so that the poorest spellers may be renewedly encouraged. But in this method, how many times should one be permitted to try on a word? I have repeatedly questioned pupils on this wise:—If you were called upon to do your best to make thorough spellers, how many times would you allow one to try, before passing the word to the next? They generally answer, "twice." If your scholars should understand that they could try twice, would they study more carefully than if they knew they could try only once? Here the answer is uniformly in the negative. And after the matter has been carefully weighed in their minds, they all come to the same conclusion, and instead of saying as they did at first, they will approve of only one trial. All beyond this invites *guessing* rather than study. And yet, it is a very common practice with some Teachers to allow two or three trials. No matter, if, at the first sign of mistake, a dozen hands are raised, and as many scholars are begging an opportunity to correct it,—the Teacher waits—gives a hint, perhaps, by a wrench in the pronunciation, and the pupil makes another guess. Thus the time of the Teacher and his class is wasted, waiting for the member who comes to his work unprepared. The common effect of this lax method is, to beget a listless attitude of body and of mind, and so make superficial scholars. And I think it is clear as a mathematical axiom, that the principle so plain in this case is applicable to all other intellectual exercises in the school-room. The pupil should have no assistance which will reduce the necessity of a faithful study of his lessons. It is because this rule is violated by Teachers, that they are so often mortified that their scholars do not appear as well on examination-days as in their every-day exercises. For, making a generous allowance for the influence of a company of strangers in confusing the timid, and for the difference between the Teacher's and Committee's *manner* of putting questions, there will still remain indubitable evidence that scholars have not been sufficiently disciplined in *being made to do their own work.*

I must think Teachers are not aware that they are assisting their pupils to their hurt. And I know the most of this mischief is done through a laudable desire to make the school attractive to them. Parents, too, are quite likely to think they have a good school if their children like the Teacher. They forget how we like to get rid of work, and how well we think of those who kindly lift the disagreeable burden from us. But, nevertheless, it should be borne in mind that a preparation for the stern duties of life involves something more than pastime; and the great test of a Teacher's fitness is to be sought in what his pupils are made to *know*, and the love of the right with which he inspires them.

This subject has been presented in previous Reports, but experience shows the necessity of repetition. One instance has occurred where a boy desired his Teacher to show him how to solve the first problem under a certain rule. She told him to commit the rule to memory, and then, if he could not understand it, she would assist him. He refused to do so, left the school and added injury to insult by reporting that she could not solve it. I presume *that* boy did not like the Teacher; and his being permitted to remain away from school indicates that his parents sympathized with him. And yet, according to my judgment, no school in the town showed better evidence of thorough and energetic teaching than that.

Another practice which is attended with no little danger, is that of answering in *concert*. It may be occasionally permitted by way of stirring the sluggish faculties, or breaking a tedious monotony, but, if long continued, a portion of the class will leave the others to answer for them. It is an easy method for the Teacher, but it sacrifices the individuality of the scholar.

There are other topics worthy of discussion, but want of space forbids it now. In the hope that the far-reaching and beneficent influence of education will secure corresponding interest among the people, this Report is respectfully submitted.

JOHN BOYDEN, Sub-Committee.

C O V E N T R Y .

In compliance with the acts relating to public schools, the committee submit the following annual report:—

At a meeting of the electors of this town, held June 6th, 1859, Samuel Arnold, Seth B. Lewis, and Layton E. Seamans were elected School Committee for the ensuing year.

Soon after, the committee met, and organized by appointing Samuel Arnold, Chairman, and L. E. Seamans, Clerk; and L. E. Seamans was appointed a sub-committee, to examine and certificate all teachers, to visit and examine the schools, for the ensuing year.

Four regular and eight special meetings have been held during the year, besides occasional meetings for consultation.

The amount of funds to be apportioned among the several districts by the committee, was \$2,178 12, received from the following sources:—

State appropriation of \$15,000,	-	-	-	\$699 48
“ “ 35,000,	-	-	-	841 00
Town “ - - - -	-	-	-	420 50
Registry tax, - - - -	-	-	-	215 80
Unapportioned last year, - - - -	-	-	-	1 34
				<hr/>
				\$2,178 12

Of which \$737 35 were apportioned according to the average attendance, and \$1,440 37 were divided equally among the several districts, leaving \$1 99 remaining in the treasury.

The number of scholars enrolled in each district, average attendance, amount due August 27, amount expended, and balance now due, are shown by the following

STATISTICAL TABLE.

Number of District.	NAME OF DISTRICT.	Scholars enrolled.	Average attendance.	Amount due Aug. 27.	Amount expended.	Balance due
1	Nicholas,.....	25	16	\$120 08	\$116 25	\$3 83
2	McGregor,.....	19	13	107 69	68 00	39 69
3	Hopkins,.....	47	84	133 41	80 00	53 41
4	Rice City,.....	38	24	123 49	100 00	23 49
5	Quidnic,.....	13	8	107 39	107 39	.....
6	Bowen's Hill,.....	29	22	123 49	120 00	3 49
7	Spruce,.....	17	11	92 80	84 00	8 82
8	Town House,.....	19	12	97 82	88 00	9 82
9	Andrew,.....	19	11	109 09	96 00	13 09
10	Harkney Hill,.....	21	12	126 93	104 00	22 93
11	Central,.....	59	42	131 54	131 54	.....
12	Whitman,.....	21	14	96 12	96 12	.....
13	Read,.....	13	9	110 43	73 50	36 93
14	Washington,.....	71	59	189 50	189 50	.....
15	Colvin,.....	15	9	97 73	97 73	.....
16	Anthony,.....	88	65	205 82	173 00	32 82
17	Quidnic Village,.....	105	54	176 62	176 62	.....
18	Harrisville,.....	60	43	142 81	142 81	.....
						\$248 82

One change has been made in the boundaries of districts. Ishmael Nickols, with his real estate, has been set off from District No. 16 to No. 17.

The examination of teachers has been performed by a sub-committee.

Certificates have been granted to fourteen males and eight females. One applicant being found unqualified.

Several houses have been repaired since our last report, and some others are to be repaired this season; yet, three or four houses in town need repairing badly. With these exceptions, our houses are in a fair condition.

The committee voted to recommend Hillard's Readers and Leach's Speller, to take the place of Swan's Readers, Russell's American School Reader, and Gallaudet's Speller; a change that was very much needed.

The visitation and examination of the schools was performed by the members elected, as sub-committee, who performed the task according to the best of his ability, having visited every school according to law.

At those visits we have endeavored to ascertain the true condition of the schools, both with regard to demeanor and advancement; to make such suggestions to the teachers and scholars as the circumstances seemed to require; to impress upon the minds of the pupils the value of a thorough education; the great importance of industry, regular and punctual attendance, a rigorous conformity to the rules and regulations, and of cheerful co-operation with the teachers in the maintenance of good order and general improvement of their schools.

Reports of the schools will now be presented in their order.

DISTRICT No. 1.—NICHOLAS

The school in this district was under the charge of their former teacher, Miss Celia A. Nicholas, one of our best female teachers, who maintained her former reputation as a faithful and successful teacher.

DISTRICT No. 2.—MCGREGOR.

This school was taught by Joseph B. Potter. The school was small and rather backward, but appeared fair at each visit. The order was good, and improvement fair.

DISTRICT No. 3.—HOPKINS.

This school was committed to the charge of Christopher Carpenter, a teacher of some two years' experience; but he signally failed in this district. The order was very bad, and the improvement was very doubtful.

DISTRICT No. 4.—RICE CITY.

The summer term was taught by Anna E. Rider, and was her first term. Her government was too mild for this school, although she appeared to strive to maintain order, but not with success; consequently the improvement was not very prominent.

The winter term was taught by John T. Greene. He succeeded well; but for some cause unknown to us, he did not succeed so well as he did the winter before, though his government was almost unexceptional. Yet the scholars, on examination, appeared dull and diffident, and did not answer with that promptitude which was apparent the previous winter.

DISTRICT No. 5.—QUIDNIC.

This school was under the charge of Miss Mary F. Potter, their former teacher. The school was very small; nearly all of the parents withdrawing their scholars at the commencement of the winter term, for reasons tacitly kept to themselves; consequently there were not scholars enough left to form an opinion of the school.

DISTRICT No. 6.—BOWEN'S HILL.

The summer term was committed to the care of Rachel Vaughn, a lady whose qualifications entitle her to stand among the first of our female teachers. Her school ranked as one of the best, if not the best, in town, taught by a female. Her order was mild, but firm and dignified; her method of teaching was well calculated to produce thoroughness and mastery on the part of the scholar; consequently her school made good improvement.

The winter term was taught by Joseph Tillinghast, an old and successful teacher, who labored with untiring zeal for the improvement of his school, and with good success. We are of the opinion, however, that the school might have made still better progress, if the parents had co-operated with the teacher. Yet, notwithstanding the difficulties labored under, the school stands, in point of improvement, as one of the best in this part of the town.

DISTRICT No. 7.—SPRUCE.

This school was commenced by Ira C. Winsor, who staid a few weeks and then left; why, or for what cause, is beyond the conjecture of any one, himself excepted.

The trustee then engaged Mr. Philip Ingraham. This school was fair; in some branches the scholars made excellent advancement. His first class in geography was the best in town. On the whole, his school ranked fair, when compared with the other schools in town.

DISTRICT No. 8.—TOWN HOUSE.

Caleb J. Bates, teacher. This was his first attempt, and speaks well for him as a teacher. The government, method of teaching, and improvement of this school, was all and more than we could reasonably hope.

DISTRICT No. 9.—ANDREW.

This school was taught by a member of the committee, and we shall leave others to decide.

DISTRICT No. 10.—HARKNEY HILL.

Ezekiel T. Johnson, teacher. This school was small and backward. The chance of much display of talent or tact in teaching was not very extensive; reading and spelling being about the only branches taught. The government was good, and the scholars seemed to have made considerable progress in their studies.

DISTRICT No. 11.—CENTRAL.

The summer term was taught by Ezekiel T. Johnson, whose name has been used in connection with another district. As his success was about the same, we shall pass it.

The winter term was under the charge of Mr. George W. Cole, a teacher of some experience. He labored zealously for the improvement of his school, and with fair success. His school was large, numbering some fifty-nine scholars, with seats for some forty. The consequence was, three or four scholars were crowded on one bench calculated for but two, which made the task of the teacher very hard in calling out his classes for recitation. Other scholars than the class were disturbed, unavoidably causing much confusion; making the task of the teacher more arduous to preserve that order and stillness, without which no school can make very rapid progress. But his success, notwithstanding these difficulties, was good. This district needs a new house.

DISTRICT No. 12.—WHITMAN.

Leonard A. Tillinghast, teacher. This was his second term in the same district. He labored arduously for the good of his school; but his labors were not duly appreciated by the parents, because he attempted to introduce some reforms (which were much needed), into the school. He insisted on their recitations being more thorough, and a more rigid conformity to the rules and regulations; which were not cheerfully acquiesced in by the scholars. The result was as might be expected; the improvement of the school was not so good as the previous winter.

DISTRICT No. 13.—READ.

William A. Greene, teacher. This was his first term as a teach-

er. His success was fair; in geography, his primary class was the best in town. In government he was not quite strict enough; but upon the whole, the school made fair improvement.

DISTRICT No. 14.—WASHINGTON.

This school was under the charge of their former teacher, B. V. Gallup, and fully maintains its former reputation as the best conducted school in town. We would cheerfully accord to Mr. Gallup the credit of having not only the best conducted school, but the most advanced school in town. This school has, for the last year, acquitted itself with honor to the teacher, parents and guardians of the school.

As we reported pretty fully on the condition of this school last year, we need only say, that the school has done better, if possible, this year, than it did last.

DISTRICT No. 15.—COLVIN.

The summer term of this school was committed to the charge of Miss Carrie J. Hawkins, who remained with them for some ten weeks and was taken sick, which closed the school. Of the condition of the school we cannot speak, she having failed to close her term.

The winter term was taught by Daniel P. Baker. This was his first attempt. The school was very small, but showed marks of good government and improvement. After his term of four months was out, the trustee employed him for a few weeks longer; which speaks well for him as a teacher.

DISTRICT No. 16.—ANTHONY.

Harvey L. Spencer, teacher, assisted by Adeline M. Anthony. This school was very large and not very forward, being composed mostly of small scholars, who were very restless, causing much trouble to the teacher; but the school was a great improvement on their former schools. The school made fair progress. In some branches good progress was made, especially in singing. Their singing was not surpassed by any school in town.

DISTRICT No. 17.—QUIDNIC VILLAGE.

John T. Greene, teacher, whose name has been used in connection with another district, therefore it is unnecessary to report very lengthy on his success here. We would merely say, his success was fair.

DISTRICT NO. 18.—HARESVILLE.

The summer term was taught by Miss Mary E. Albro, assisted by Mrs. Hannah C. Dawley. Miss Albro, as principal, conducted her department in such a manner as to sustain her former reputation as a teacher.

Mrs. Dawley had charge of the primary department, and conducted it in such a manner as to reflect great credit on her as a thorough and successful teacher of a primary school.

The winter term was committed to Miss Albro. A short term of only about two months.

The committee to whom was committed the arduous duty of visiting, examining, and reporting the condition of the public schools for the past year, has labored zealously to do it faithfully and impartially; to collate and compare the true condition of the schools, one with another, and to report the real standing of them, as near as could be. We have drawn our conclusions from the personal observations and the frequent examinations we have made during the numerous visits of the past year. Errors may have been committed and injustice may have been done, for we do not profess perfection. But if wrong has been committed on any one, whether teacher or scholar, or any misstatement has been made, it was without any evil intention.

It is, probably, apparent to all observing minds, that our public schools, as a whole, have been gradually decreasing in interest, for the last six or eight years; at least such is the fact. And in visiting the various schools of this town for the last two years, we have taken not a little pains, to ferret out the cause or causes which have been at work to bring about this state of things. In canvassing and weighing the various matters, we have come to the conclusion, that several causes have helped to bring about this result, which we will now attempt to name.

First, our school committees should be composed of men so august, that to doubt the righteousness of their decisions were almost a sin. I know not but our predecessors will claim this, and feel somewhat chagrined at this remark; if so, they must remember, that we place ourselves in the same category. Be that as it may, we would recommend that all of the decisions of the committee, from which there is no appeal, be acquiesced in, at least; as all strife and turmoil in a school district, after a decision

has been made, has had and will continue to have its deleterious influence upon the schools, without changing, or being able to change the fact or decision, in the least.

The committee being an annual office, it is a very easy matter to change it, if he has been guilty of any gross wrong. Not so with regard to the impressions made upon the tender minds of the youth of our schools. Undoubtedly, committees make errors of judgment; all men are liable to err. Finally, we would hope that our successors may be free from errors.

Secondly. *Trustees*.—One of the most important officers there are among all of the school officers, whose duty it is to select the teacher and to visit the school; a duty imposed on him by law. On the faithful performance of his duties, the success of our schools depend more than on any one office in the whole catalogue of school officers; yet in the selection of trustees, very many districts, and I had almost said, nearly all, pay little or no regard to the qualifications of their trustees. Some little trivial affair, may be politics, or religion, a tax, or some little neighborhood difficulty, will enter into the election, and the result is, that persons wholly unfit for the place receive an election; then the children have to suffer the consequences. The disqualification of a trustee does not consist wholly in his not being educated, but more in his lack of interest in the matter. For instance, any man that measures the education of the scholars of his district entirely by dollars and cents, or in other words, these four pence half-penny men, should never be trusted with the education of our youth. The trustee that places more weight on the price he is to pay, than the qualifications of the teacher, will surely ruin your school. We would recommend great care in the selection of your trustee; appoint the very best men you have in your district—whole-souled men; men that feel an interest in the education of the youth of our town; and such men will look after the interests of their schools. None but faithful and competent teachers will be employed; the school will be visited according to law,—a duty much neglected the past year. For instance: 28 trustees were elected this last year; visits due by law, 56; number actually made, 25; deficiency, 31. Now, if your trustees are thus negligent, is it to be wondered at that the interest in the schools should subside; Not at all. This matter will be presented, hereafter, in a statisti-

cal table, then for the present, we will pass to the next, or third reason.

Parental Visits.—None more important; none more neglected. Not until parents and guardians are more interested in the thorough education of their children and wards, will our public schools approach that high standard, that their zealous friends have anticipated. It is remarkable that parents should take so little interest in the development of the minds of their children;—those treasures bestowed upon them by their Creator; more valuable than all earthly treasures combined. Because, to develop and expand the human mind, is to develop and expand the image of the Almighty himself. Yet a very large majority of parents appear by their acts, to have more care for their cattle than for the education of their children. But, if you should tell any parent that such was the fact, he would resent it in most indignant terms. Now, suppose, for instance, any farmer should employ a hand to take care of his stock, an entire stranger; would he trust the whole care of it to him for four long months, without going, at least once or twice, to see if he was doing his duty? He would not trust any one. He would go personally, and see to it. Yet you will place your children under the charge of a teacher, and never darken the door of the school-house during a whole term, to see whether he is doing his duty or not; unless it may be that one of your ugly boys should get a flogging for some of his mischievous tricks, then you might go and abuse the teacher. Now, if I should ask you why you have not visited your school, your excuse would undoubtedly be, that you had not time. Yet if the trustee should overtax you the sum of six and a quarter cents, you would spend time enough to evade its payment, to visit the school as much as would be necessary. There are in our town, fortunately some exceptions to this rule, some parents and some who have children to educate, who feel an interest in our public schools; who pride themselves in having the best school that can be obtained for the amount of funds at their disposal; whose first enquiries are,—What are the qualifications of the applicant who applies for their school?—rather than his price. If all would do so, very little would be spent for nought; and our public schools would rapidly attain that high standard, which the friends of education anticipated, when the liberal appropriation was made by our Legislature.

We are of the opinion that all the failures might be obviated by parental co-operation with the trustees in the selection of their teachers, and by cheerful co-operation with the teacher after the selection has been made; and to do this faithfully, frequent visits must be made to the school-room.

To have a better view of this matter, we have collected various statistics for the year ending in 1860, 1854, and 1846, in a table, which is here presented.

STATISTICAL TABLE.

Number of District.	Number of Families	Parents' visits.	Trustees' visits.	Per scholar for 4 mos.	Per scholar, not including board.	1854.	1846.
						Without board.	
1	10	1	0	\$3 75	\$2 25	\$6 88	\$3 20
2	8	2	0	8 30	5 23	.....	3 75
3	34	3	8	3 53	2 35	3 08	2 85
4	17	3	1	5 82	3 16	3 12	2 32
5	5	0	1	12 00	3 00	2 84	4 00
6	13	2	2	5 90	4 09	3 68	2 14
7	10	0	0	10 90	7 27	3 20	3 35
8	10	4	1	7 33	4 00	1 90	3 04
9	9	1	2	8 72	5 09	3 00	3 33
10	10	0	2	8 66	5 33	.....	3 15
11	27	4	0	2 85	1 90	2 53	2 40
12	12	3	2	8 00	5 14	5 71	3 47
13	6	1	0	12 44	8 00	6 15	2 66
14	46	50	5	2 88	1 37	2 72	1 80
15	10	0	1	7 55	3 11	4 61	5 60
16	49	20	4	2 66	1 90	2 30	1 66
17	58	5	0	2 22	1 44	2 44	2 66
18	33	5	1	3 31	2 69	2 33	1 46
364	104	25					

Cost for educating one scholar four months, with board, \$6 67; without board, \$4 32.

In 1854, without board, \$3 58; and in 1846, \$2 88.

It will be seen, by careful examination, that the cost of each scholar for four months, has been steadily on the increase. In 1846, \$2 88; in 1854, \$3 58; in 1860, \$4 32. Some may think that the increase in teachers' wages has been the cause of this increase in cost per scholar; but such is not the fact. For in the year that we have chosen, viz., 1854, no teacher in town received, for the winter term, less than \$20 per month; while this last year, ten out

of the eighteen received less. We find also, that the trustees made forty-six visits in 1846. And again, it is an old adage, that "what costs nothing, is worth nothing," which in regard to our public schools, is being too truly fulfilled.

We have now considered some of the more prominent causes which have been at work in the deterioration of our public schools. More reasons might be undoubtedly adduced; but we shall notice only one, and in our opinion, not the least among the number that we have brought forward;—that is, the qualifications of our teachers. By qualifications, we do not mean literary qualifications wholly, but government; an aptness to teach, a knowledge of human nature, the faculty to interest children, to get the good will of both parents and scholars, a desire to excel in their profession; for we hold, that no person should ever be permitted to enter the school room as a teacher, who does not intend to be a better teacher at the close of his term than when he began. But we fear, that there are those still left to disgrace the profession, who are after the loaves and fishes; who care no more about the welfare of their schools than the vane does which way the wind blows; whose only care is to pass the time off and get their pay; Such teachers are a disgrace, not only to themselves, but to the profession.

In conclusion, we would pressingly recommend that parents, trustees, and finally, all persons feeling an interest in our public schools, should put shoulder to the wheel and try to bring our public schools up to occupy that place which they ought, before our public money is taken from us. For the bad use which has been made of it has already induced some very influential men to bring forward resolutions in our Legislature, pointing to the accomplishment of this result.

All of which is respectfully submitted by the School Committee of the town of Coventry.

SAMUEL ARNOLD,
SETH B. LEWIS,
LAYTON E. SEAMANS,
School Committee.

CRANSTON.

The School Committee of Cranston, hereby respectfully submit to the inhabitants of the Town, their Annual Report.

The Town Council at their meeting in June last, elected William V. Daboll, George P. Tew, and F. W. Miner, School Committee for the year next ensuing.

The Committee subsequently organized by the choice of Wm. V. Daboll for chairman, and F. W. Miner, for clerk and superintendent.

The Public Schools of the Town for the past year, have consisted of four Grammar Schools, three Intermediate, six Primary, and seven District Schools, making twenty in number and requiring the services of twenty-six teachers. The Schools have, without exception, been in session during the School year.

The Committee found at their disposal the following funds, to wit:

Town Appropriation,	-	-	-	-	\$4000 00
State, " "	-	-	-	-	1543 42
Registry Tax,	-	-	-	-	138 42
Total amount,	-	-	-	-	<u>\$5681 84</u>

These funds were appropriated in the same relative proportion and manner among the several Districts of the town as they were last year.

In addition to this amount, in several of the Districts, a Tax varying from ten to twenty-five cents on one hundred dollars, is levied as an additional support for the public Schools in said Districts.

The average attendance of the Schools during the past year was eight hundred and sixty-five.

SCHOOL HOUSES.

DISTRICT No. 1.

The House in this District is large enough to accommodate the pupils, and still it does not accommodate them. The desks are very inconvenient. The pupils are, during the School hours, confined in uncomfortable positions, thereby retarding their progress, and injuring their health. The average attendance is not so large as it should be, owing very much probably to this fault of the desks. There is no suitable blackboard. We are sure that the Tax-payers of District No. 1, cannot make a more *profitable* investment, than in securing some modern desks and chairs, and furnishing the School room with good blackboards. Thus by a very slight expense, an inconvenient room would be transformed into one of the most comfortable and pleasant School rooms in the town.

DISTRICT No. 2.

The House in this District has been raised during the past year, thus making the accommodations for the pupils double what they have been. Modern desks have been placed in the upper room, and both rooms are now amply furnished. These increased accommodations have enabled your Committee to grade the School. There is no bell in the village, and we would recommend that the enterprising citizens raise money enough to purchase one by subscription, and that it be placed in the belfry of the School house. Much credit is due to the people of this District, for the great improvement made by them, and we are fully satisfied that they never made a better investment.

DISTRICT No. 3.

The building in this District has been painted and otherwise renovated during the past year. The only fault with the house, is a lack of suitable ventilation in the lower room. This should be immediately remedied.

DISTRICT No. 4.

The Buildings belonging to this District, are kept in excellent condition. Great care and attention are shown in preserving the furniture of the School rooms.

The District do not own the building in which the Grammar

School is kept, but pay a rent of one hundred and fifty dollars per year, for a low studded and inconvenient room. The furniture of the room which is of the best quality, is owned by the District. The out-buildings and fences (which are not under the control of the District) are very much out of repair. The rent paid, one hundred and fifty dollars, is the interest on two thousand five hundred dollars. Now the District might erect a large and commodious building for five thousand dollars, leaving the upper part for a large hall which would certainly rent for one hundred and fifty dollars, and have a fine school room under their exclusive control at the same rent they are now paying.

DISTRICT No. 5.

This was one of the first new School houses erected in the town for a long series of years, and looks as well to-day, as when first built.

DISTRICT No. 6.

The House in this District, is not large enough to supply the wants of the District. The internal arrangements are very inconvenient; the good people of Mashapaug seem to be nearly united in the feeling that something must be done for the School house, but there exists a marked diversity of sentiment in regard to *what* should be done. A few there are who think the School house good enough, some who are in favor of repairs being made, and others who wish the old School house and land sold, and a new one erected in some other portion of the district. The Committee think it would be well for the members of the District to compromise the matter, and to enlarge, repair, and entirely renovate the old School house. This could without doubt be done very much cheaper, and with just as good results, as though a new building were erected.

DISTRICT No. 7.

This is one of the neatest and best buildings in the town, and it is very much to be regretted that it has not in the matter of School furniture been better taken care of. Somebody has been at fault in this matter, which we trust may be remedied.

DISTRICT No. 8.

We would recommend the good people of District Numbers one

and six, to take a look at the School house in this District. A few years ago it bore a striking resemblance to the buildings in their Districts, both externally and internally; by the aid of a few improvements, it has been transformed into one of the neatest and most comfortable buildings in the State, and for aught we can see, looks just as well as when first completed.

DISTRICT No. 9.

This District has taken a long stride ahead in the matter of public School improvement; but a very short time ago it was one of the most backward in the town, now it is among the first. The accommodations are all ample. This result has been brought about mainly by the exertions of the energetic Trustee, who seems fully determined that nothing shall be wanting, to make the means for educational improvement in this District complete.

DISTRICT No. 10.

The School house of District No. 10, is the best in the town. It is divided into four rooms, each of which is under the charge of a single teacher. This arrangement, your Committee have found to work admirably. It makes each teacher alone responsible for the character of each School, and whenever and wherever practicable, they would recommend the adoption of this plan.

We regret to say that the out-buildings, and external arrangements of this School, have not been properly attended to, but have been allowed to get into a very bad condition during the past year.

DISTRICT No. 11.

The house in this District is in very good condition, but is—we understand—to be enlarged and repaired throughout. Although one of the smallest Districts in the town, the best of facilities for education have here been furnished.

By Chapter 65, Section 1st., of the Revised Statutes, the Trustees of School Districts, are made the custodians of the School houses and other District property, in their respective Districts. This is by far the most important duty appertaining to their office, for in this matter they have almost exclusive control, and they ought to be held responsible by the District, for any neglect in this matter. We trust that hereafter the Trustees of some of the Districts, will attend to this duty more particularly.

DISTRICT No. 1.

Trustee, Chas. W. Earle.

The Summer term of the School in this District, was taught by Miss Mary J. Hawkins. The Winter term by Wm. R. Johnson, who endeavored faithfully to perform his duties. The School made very creditable progress. The great fault connected with this School, is irregularity of attendance. We trust that parents will look at this thing in its proper light, and not allow their children to lose the benefit of a good School by non-attendance.

DISTRICT No. 2.

Trustee, Joseph S. Richardson.

At the commencement of the last year, another story was added to the School house in this District.—The School was graded, and a Grammar and Primary School formed.

The Grammar Department has been under the charge of Mr. Hassom O. Whiting, who succeeded in raising the standard of the School materially, proving himself to be a thorough and efficient teacher.

The Primary Department has been taught by Miss Mary F. Westcot. The School has been characterized by good order, neatness, and methodical arrangement.—We think the greatest improvement has been made in these Schools, of any in the town.

DISTRICT No. 3.—SPRAGUEVILLE.

Trustee, Rodney F. Dyer.

The Grammar School has been taught until the last term, by Miss M. L. Jencks; the condition of the School gave evidence of care and attention, on the part of the teacher. The School is now under the charge of Miss C. D. Hoag, who bids fair to succeed finely.

The Primary Department has been taught by Miss S. A. Rawcliffe as Principal, and Miss M. E. Dyer as Assistant; under their charge the school exhibits a marked change for the better, and we trust their connection with the School may long continue.

DISTRICT No. 4.—SOUTH PROVIDENCE.

Trustee, George Burgess.

This is the largest District in the town, employing nine teachers. The grammar school has been taught by W. L. Chase. The

School has been kept in very fair condition. The attendance has been remarkably small. The School room is the best furnished of any in the town, and the school affords very good facilities for a Common School education. It is a source of regret that the older children of the District do not enjoy these facilities.

The North Intermediate School, taught by Miss Carrie E. Jones. Miss Jones has proved herself to be more than ordinarily successful as a teacher. The previous standing and good order of the School have been preserved. During the past two terms, Miss Jones has been assisted by Miss Cornelia B. Pratt, a young lady who bids fair to make a fine teacher.

The South Intermediate has been under the charge of Miss E. A. Tingley, and Miss Emma Suesman. The School has succeeded well, both teachers have labored faithfully, and with very creditable success.

The North Primary has been under the charge of Miss Emily Vennerbeck, assisted a portion of the time by Miss Blundell, and the remainder by Miss A. B. Osborn.

This School has not retrograded during the past year, and taking into consideration the class of scholars and the difficulties with which the teachers have had to contend, has made as good progress as any in the town.

The South Primary was for the first half of the year, under the charge of Miss Nancy Babcock, who taught with her usual good success. Upon her leaving, Miss Charlotte Blundell, Assistant in the North Primary was placed at the head of the School; under her charge the School has advanced, and Miss Blundell has proven herself to be one of the best teachers in the town. Miss Suesman who was Assistant teacher with Miss Babcock, had proven herself so well qualified in that position, that she was promoted to the Intermediate, and her place supplied by Miss Elizabeth Swan, who has filled the situation creditably to herself, and as far as we have been able to learn, to the satisfaction of the District.

DISTRICT No. 5.—PAWTUCKET.

George L. Tucker, Trustee

This School has been under the charge of Mr. James E. Wheeler as Principal, and Miss Lizzie D. Bugbee as Assistant.

Mr. Wheeler has, by his labors in this School, shown evidence that he possesses the elements which make a good teacher. Both

teachers have devoted their whole time and attention to the School. As a natural consequence it has been highly successful, and everybody in the District seems perfectly satisfied.

DISTRICT No. 6.—MASHAPAU.

C. T. Wilcox, Trustee.

This School has been taught by Miss L. S. Osborn. The School has been crowded, and the teacher has had to struggle with many difficulties. It is now under the charge of Miss Cunliff.

DISTRICT No. 7.—Franklin.

Jonathan King, Trustee.

The School in this District has been taught by Miss Anna F. Hoag; under her charge it has made great improvement. The order and promptness of the recitations have been unsurpassed, the average attendance has been greatly increased, and the School as a whole, very successful.

DISTRICT No. 8.—CRANSTON FURNACE.

Trustee, Ezekiel Pierce.

This School has been under the charge of Miss Julia G. Wilbor, and has maintained its former high position. Miss Wilbor is one of the best teachers the town ever had, and her School is a model for order, neatness and promptness.

DISTRICT No. 9.—LIPPITT.

James E. Hudson, Trustee.

The School in this District, has been under the charge of Miss Alice P. Williams. Miss Williams has been in this School for some time, as a teacher of the Summer School, in which her success was so marked that the trustees decided to employ her for the Winter term, in which she has proved herself fully as competent. Much credit is due the trustee in this District, for the watchful care he has for the interests of the School.

DISTRICT No. 10.—ELMWOOD.

Messrs Stone, Potter and Knight, Trustees.

The Grammar School has been under the charge of Miss Susan H. Davis. The School made good progress, and the teacher seemed to labor faithfully for its best interests. Upon a change of trustees, it was thought advisable by them to procure the

services of a male teacher, and Mr. Whiting, formerly of District No. 2, now has charge of the School. Mr. Whiting appears to have commenced well, and is amply qualified for the situation.

The Intermediate School has been taught by Miss Mary Branch, and has been constantly improving, until now it is one of the best Intermediate Schools in the town. The teacher is unwearied in her efforts for its improvement.

In the Primary School Miss Hattie A. Barnaby still continues. The School has made marked improvement during the past year. The Sub Primary is one of the best Schools we have ever visited. Miss Fannie S. Padleford, is well adapted to take charge of the little ones under her care, and the previous order and standing of the School, has been more than preserved.

DISTRICT No. 11.—SMITH'S PALACE.

Jonathan Cook, Trustee.

This School has been under the charge of Miss M. J. Tyler who has proved herself in every way worthy of the situation. The School has made good progress, the attendance been large, and as a whole, under her supervision, is in a flourishing condition.

Your Committee have thus briefly spoken of each and every District, and have presented the condition of each School to the Town as nearly as the circumstances of the case would admit. We have been thus particular, from the fact that we have found it to work well in former years. It serves to make teachers feel responsible for the character of their own School, and thus a good or bad School is not lost sight of in a few pages of general remarks, applicable to none in particular, and everybody in general. In bringing to a close this Report, your Committee would say that they have endeavored properly to attend to their duties, and have taken such course as to them seemed best fitted to advance the interests of the Schools of the Town. The duties of a School Committee, are much more laborious than they are generally supposed to be. Take the single matter of visiting twenty-three Schools in the Town; there are four terms in the year, and the Committee are to visit each School at least twice every term, making one hundred and sixty visits every year, as the

smallest number which can be made. Then the teachers are all to be thoroughly examined, the School Records to be kept, orders for between five and six thousand dollars to be drawn, meetings to be held to consider the propriety of allowing each bill, questions in regard to the School law, and special cases under it almost without number, to be answered, quarrels and disputes to be decided, in which both parties are sure to be in the right, and whichever way the Committee decide, one side or the other are very sure not to have their ideas of the knowledge and fairness of the Committee very materially enlarged. If there had been any Public Schools in the days of the Patriarch Job, we have often thought that he would have been *afflicted* in a different manner. Still after all, there are many pleasant things connected with the office. To see the pupils in a town double in ten years; all over the town to witness the venerable relics of a former generation depart, and neat and commodious specimens of School architecture, rise in their places; to know that while the pupils have *doubled* in number, the money raised for their education has more than *quadrupled*; to know that while in former times we had to import individuals from other States, to fill our situations as teachers, often because they had nothing else to do, generally hired for very small pay, and whose services were of much less value, *now* our Schools are taught by well educated and efficient instructors, the glorious fruits of a *Rhode Island* system of public instruction, equal to that of any other State, under whose superintendence our Schools are steadily from year to year improving in their character and efficiency, and gaining increased hold of the public interest. Surely the knowledge of these and kindred facts is a source of great satisfaction, and in the contemplation of which all minor vexations are lost sight of.

All of which is respectfully submitted.

By order of the Committee.

F. W. MINER, Clerk.

RULES AND REGULATIONS

OF THE SCHOOL COMMITTEE OF THE TOWN OF CRANSTON.

ARTICLE I. *Teachers and their Duties.*

SECTION 1. All teachers in the public Schools are required to observe and carry into full effect all rules, regulations and direc-

tions of the School Committee and of the superintendent in relation to the instruction and discipline of their respective Schools.

SEC. 2. They shall be at their respective School houses at least FIFTEEN minutes before the specified time for beginning School, and open the rooms for the admission of scholars; and shall, at said time, cause the bell to be rung, and shall open the morning session of each School with reading from the Bible, as a devotional exercise; and shall devote themselves exclusively to the duties of their office.

SEC. 3. They shall thoroughly prepare themselves daily in all the studies pursued in their respective Schools, and shall exercise a careful supervision over them at all times while on the School premises.

SEC. 4. They shall enroll the names of pupils as soon as admitted, and carefully note all the absences each half-day, and report forthwith to the superintendent the names of all pupils absent for five half-days in four successive weeks, for any other cause than sickness; and in all cases of absence, they shall ascertain from the parents or guardians of the pupils whether such absence is by the permission of such parents or guardians.

SEC. 5. They may spend one day in each term in visiting Schools, for the purpose of observing the discipline and modes of instruction in the same.

SEC. 6. They shall, whenever they deem any misconduct of a pupil either in or out of the School, such that he is an unfit member of the same, report him to the superintendent or to the Committee. If any pupil shall, in their opinion, be guilty of violent opposition, gross misconduct, or suffering from any contagious disease, the teacher may suspend the same; giving immediate notice, in writing thereof, to the superintendent or Committee and parents.

SEC. 7. They shall make a report, in writing, to the superintendent in the last week of each term, stating the number of pupils admitted, and the average attendance; and shall append to each report the number of times each teacher in said School has been absent during said term, and the causes for the same.

SEC. 8. They shall avoid corporal punishment whenever good order can be preserved by milder measures. Whenever as a last resort such punishment shall become necessary for the proper discipline of the School it shall be administered in the presence of

the School or witnesses, and always with a ratan, upon the hand of the pupil. If the pupil shall refuse to allow the teacher to administer such punishment, the teacher shall forthwith report the same to the superintendent or Committee. And a record of such punishment and the cause thereof, together with the number of blows administered, shall be kept by the principal, and submitted to the superintendent upon his first visit to the School after such punishment.

SEC. 9. They shall close School every Saturday, the day of the celebration of the anniversary of American Independence, Christmas day, and New Year's day.

ARTICLE II. *Pupils.*

SECTION 1. All pupils are required to be in their respective School-rooms before the time of beginning School, and to be regular in their daily attendance, and obedient to their teachers and the School regulations, and to be decently and properly clad.

SEC. 2. No pupil shall leave the School before the close of the session, except on account of sickness or some pressing emergency.

SEC. 3. Every pupil who shall anywhere on or around the School premises use or write any profane or unchaste language, or intentionally deface any School furniture, by cutting or marking or otherwise injuring the same, shall be liable to be sent to the Reform School, upon complaint of the Committee.

SEC. 4. Every pupil who shall be absent from School shall, on his return, bring to the teacher a written excuse from his parent or guardian, which shall be received as satisfactory by the teacher; provided, however, that any pupil who shall be absent from any other cause than sickness, five half days in four successive weeks, or who shall not attend the quarterly examination of his School, shall not resume his place in School without a permit from the superintendent or Committee.

The following books are appointed to be used in the Schools of this town:

Webster's or Worcester's Dictionary.

Sargent's Speller.

Sargent's Reader's.

Smith's Geographies.

Greene's Grammars.

Greenleaf's Arithmetics.

Goodrich's Histories.

Cutter's First Book on Anatomy.

Young Minstrel.

Exercises in Declamation and Composition shall also be practiced by the more advanced pupils.

WILLIAM V. DABOLL, }
GEORGE P. TEW, } COMMITTEE.
F. W. MINER, }

F. W. MINER, SUPERINTENDENT.

WARWICK.

COMMITTEE'S REPORT.

To the Freemen of the Town of Warwick, the School Committee report as follows in relation to the condition of the Public Schools:—

The money used for the support of the Public Schools, the past year, come from the following sources:—

From the State, old appropriation, - - - -	\$1755 86
" " new " - - - -	582 90
From the Town appropriation, - - - -	1500 00
Registry appropriation, - - - -	433 00
	<hr/>
	\$4271 76
Add balance due the several districts at the beginning of the year, - - - -	309 60
	<hr/>
	\$4581 36
The amount paid out for school purposes this year, has been, - - - -	4341 05
Balance now in the Town treasury, due the several districts, - - - -	240 31
	<hr/>
	\$4581 36

The whole number of scholars, who have attended school the past year, is 1325. The average attendance was 1026. The average time the schools were kept, was 7 3-5 months; the cost per scholar, \$4 24. The whole number of scholars registered the past year, is 104 less than the year previous, and the average attendance 59 more.

The accompanying tables, with the report of the Superintendent, is hereby submitted, from which the details of the schools may be learned.

Respectfully submitted—

A. D. GREENE, Clerk of the Committee.

STATEMENT OF SCHOOL DISTRICT RETURNS FOR THE YEAR ENDING
MAY 1ST, 1860.

NAME OF DISTRICTS.	Number of District.	Number of Boys	Number of Girls.	Total No. Registered.	Average Attendance.	Time kept, in months.	Summer Term.	Winter Term.	Total amt expended.	Balance due districts.
Pawtuxet,	1	86	88	74	59	5 1/2	141 00	108 94	\$244 94	.....
Spring Green,	2	20	31	51	34	9	64 00	201 50	265 50	\$5 76
Plains,	3	82	36	68	20	7 1/2	60 00	145 48	205 48	.....
Old Warwick,	4	27	35	62	50	10	125 00	121 84	246 84	.....
Apponaug,	5	45	55	100	72	9	197 50	89 77	287 27	.....
Natic,	6	100	85	185	182	4 1/2	.....	871 88	871 88	17 51
Phenix,	7	102	105	207	159	5 1/2	.....	481 67	481 67	.....
Centreville,	8	51	50	101	91	6 1/2	175 00	156 00	331 00	8 24
Southern,	9	18	20	38	27	9 1/2	76 50	146 00	222 50	15
Coweset,	10	14	11	25	22	9	72 00	141 00	213 00	50 55
Potowomet,	11	15	9	24	17	4	.....	125 60	125 60	60 42
Crompton,	12	80	77	157	140	9	186 00	235 62	421 62	.....
Arnold's Bridge,	13	30	25	55	40	9 1/2	138 00	96 00	234 00	5 22
River Point,	14	71	79	150	143	6 1/2	208 00	165 30	368 80	12
Central,	15	18	16	28	20	9	55 00	147 00	202 00	2 76
		654	671	1325	1026	11 1/4	1498 00	2728 05	4221 05	145 78
Contingent expenses,									120 00	94 58
									\$4841 05	\$240 81

STATEMENT SHEWING THE NAMES OF TEACHERS, THE LENGTH OF SCHOOL TERM, AND THE MONTHLY WAGES PAID, FOR THE YEAR ENDING MAY 1ST, 1860.

Number of District.	TEACHERS' NAMES.	RESIDENCE.	SUMMER TERM.		WINTER TERM.	
			Months.	Wages.	Months.	Wages.
1	S. A. Briggs,	Stonington, .....	..	..	5½	35
	E. P. Cunliff,	Cranston, .....	..	..	5½	12
2	Ann Arnold,	Warwick,	4	16	..	..
	H. M. Leach,	Providence, .....	..	..	5	24
3	M. A. Chesby,	Cranston,	3	20	..	..
	T. W. Brown,	Phenix, .....	..	..	4½	20
4	B. W. Matteson,	Warwick,	5	..	5	37
5	P. G. Collins,	"	5½	..	3½	35
6	G. W. Spalding,	Natic, .....	..	..	4½	38
	S. M. Spalding, .....	" .....	..	..	..	18
	Susan A. Reynolds, .....	" .....	..	..	..	18
7	I. B. Kent,	Phenix, .....	..	..	5½	38
	Mary S. Sprague, .....	" .....	..	..	5½	20
	Virginia A. Bigelow,	Phillipston, Mass., .....	..	..	5½	18
8	D. B. Adams,	Warwick,	6½	36	..	..
	Ann M. Andrews,	"	6½	14	..	..
	Mary C. Shaw,	"	6½	12	..	..
9	James B. Spence, .....	" .....	..	..	4½	23
	Abbie G. Dudley,	"	4½	17	..	..
10	Caroline M. James, .....	" .....	..	..	5	25
	Lydia L. Spencer,	"	4	18	..	..
11	J. W. Gardner, .....	" .....	..	..	4	23
12	William A. Anthony,	Coventry,	3	..	6	34
	A. C. Potter,	Warwick,	3	16	..	..
	C. Hubbard,	Crompton,	3	..	6	16
	Maria M. Pierce, .....	" .....	..	..	3	12
13	Lucy E. Hall,	"	5½	24	4	..
14	W. S. Kent,	"	5½	40	..	..
	Susan B. Westcott,	"	6½	18	..	..
15	H. H. Gorton,	Woodstock, Ct,	4	..	5	24

SUPERINTENDENT'S REPORT.

GENTLEMEN :

In the discharge of his duty to the Committee of Public School, in the town of Warwick, the following report is submitted by your Superintendent :—

PAWTUCKET.

Stephen A. Briggs, Eliza P. Cunliff, Teachers. A small private school was kept in summer. It afforded but little encouragement to its female teacher.

The winter school continued long enough to expend the money appropriated to it—to which a voluntary sum was added to continue it several weeks longer.

The usual studies were pursued; also, U. S. History. Good attention was paid to singing, which has not been common in this school. Both departments were very satisfactory. In penmanship, the school was equal in its improvements to any in the town. The pleasing aspect of the school is the interest excited in the studies of the school—the district is interested. The Primary was a success.

Lucy A. Burril, Mary Burril, Amelia F. Shepard, Stephen Shepard, Charles Shepard, Willy Whalon, Thomas Bliss, attended without loss of time.

Visits of trustees, 4; Parents, 25. Total number of visits, 108.

SPRING GREEN.

Ann E. Arnold, H. M. Leach, Teachers. A. E. Arnold has taught the summer school several times. She diligently labored to advance her school, with a good degree of success. One large girl appeared to be unmanageable, and disturbed the order of the school. This ought not to have been allowed.

H. M. Leach was teacher in the winter school. The school was large, and required a good amount of energy. It, however, was not so successful as could be desired.

PLAINS.

Mary A. Chessby, T. W. Brown, Teachers. Mrs. Chessby continued her labors, in this school, from the winter through the summer. We noticed a few specimens of map drawing, which were quite good for beginners. To improve spelling, she dictated words, which the scholars wrote down on their slates, and the words were corrected. The school was small. It is a waste of school money to have a summer school, as the district is peculiarly situated. *

T. W. Brown kept the winter term. The school was quite successful. Its order was good. It appeared very pleasant. It was a more satisfactory school than usual. The teacher complained of irregularity of attendance, the injurious consequences of which, on the classes, parents do not seem to understand.

U. S. History and Astronomy were studied.

Visits of trustee, 3; of Parents, 3.

OLD WARWICK.

B. W. Matteson, Teacher. This district supports forty weeks of school. Its former good reputation was sustained the past year. The visitor cannot fail to see the industry and order of the pupils. The studies are faithfully and carefully prosecuted. The usual studies, with Singing, U. S. History, and Composition, were satisfactorily pursued,

The teacher obtains a specimen of each writer, at the commencement and at the close of the school, so that the visitor may readily judge the scholars' improvement in penmanship.

When a district gives its influence in support of a school, as this does, prosperity is not doubtful.

Visits of trustees, 12; parents, 50. Total number of visits, 254.

APPONAUG.

Peleg G. Collins, Teacher. The usual studies of our common schools have been prosecuted, with algebra, algebra advanced, and geometry.

The order of the school, which for years has not been the highest, has improved. The large scholars, during the winter, gave pleasing satisfaction, both in their conduct and intellectual progress.

The number of scholars is too large for one teacher, in winter.

One person can do but an individual's labor. Irregularity of attendance is a serious draw back from success in this school.

A private school of seven weeks, was kept, to fill up the time, at which there was scarcely any lost time.

NATIC.

Geo. W. Spalding, S. A. Reynolds, S. M. Spalding, Teachers. The course of this district has been to spend their appropriation in one long term. The rest of the time, there is a private school. Mr. S., and an assistant, kept the private school.

The free school was successful. In the primary, a large number of scholars made advancement in learning to read.

S. A. Reynolds was industrious and her school gave good satisfaction.

In Mr. S.'s school, the class in outline maps was very good. The illustration of the cube root, by blocks, was well done.

The school, as a whole, was prosperous.

No visits were received either by the trustee or parents, so far as we have been informed.

PHENIX.

J. R. Kent, V. A. Bigelow, W. L. Sprague, Teachers. This district supports two departments of private school, with a good degree of prosperity.

The public school, in winter, was long. The attendance in each department was large, but the grade of scholars was smaller than usual. The attendance of a part of the scholars, for a part of the term, and then their returning to work again, does not give a casual visitor more than half the amount of labor which the teachers put forth. We think the school was as prosperous as usual.

CENTREVILLE.

D. R. Adams, A. M. Andrews, M. C. Shaw, Teachers. A. M. Andrews resigned her school, in consequence of ill health. She had taught, with good success, for some time.

M. E. Shaw took Miss Andrews' place. She was inexperienced as a teacher. Her first term was not so successful as her second. The scholars made fair improvement in reading and spelling.

D. R. Adams is a teacher of long experience and of solid acquirements. Every part of a study must be understood by his

scholars, before he will advance to another portion. A visit to his school cannot fail to give satisfaction. He is not afraid to step aside from the forms of questions, to collect knowledge from passing events, and from any source. U. S. history and English history were studied. The tree of English monarchs was well made.

Visits of trustees, 6.

SOUTHERN.

Abbie G. Dudley, James B. Spencer, Teachers. A. G. Dudley was a young teacher. It was her first school. With industry and energy, she entered upon her duties. The order was good, and the improvement of the scholars commendable. During the last session that we visited the school, not one reported having whispered. Some lip noise in getting lessons was heard. The singing was good.

J. B. Spencer taught his second term of winter school in this district. The pupils made good progress, as far as irregularity of attendance would allow.

There were two classes of algebra and one in bookkeeping.

Visits of trustee, 1; parents, 2; teachers, 9.

COWESET.

Lydia L. Spencer, E. W. James, Teachers. L. S. Spencer is a teacher of good qualifications and experience. The reading was carefully attended to, as also position in writing. There was one class in algebra. The voices of the scholars do not present much similarity of sound. Loud and low, soft and nasal, may give our meaning. Good improvement was made.

C. W. James was well qualified, and of considerable experience. She was easy and accurate in her mode of teaching. The class in arithmetic, analysis, algebra, and U. S. history, were quite successful. The class in U. S. history was more than common in its recitation.

Singing was not allowed in school hours, though both the summer and winter teachers were qualified to aid the scholars. This is not right.

Some improvement has been made in the school yard. The inside requires attention.

Visits of trustees, 4; parents, 2; others, 17.

POTOWOMUT.

J. W. Gardiner, Teacher. This district has erected a new school house, and furnished it in good taste, which does credit to the people. There was no summer school.

The winter term has been taught by J. W. G. He was well qualified, and a teacher of penmanship. The order was good, secured, it appeared, by the teacher's quiet way. He kept a correct list of each scholar's merit or demerit, so that the general conduct of each could be easily ascertained. Such teachers should be retained.

Visits of trustee, 5; of parents, 2; others, 11.

CROMPTON.

W. A. Anthony, Amanda C. Cole, E. Hubbard, M. M. Pierce, Teachers. A. C. Cole resigned her place in school. E. H. went into the intermediate. M. M. Pierce supplied E. H.'s place in the primary. Miss Cole was a very faithful and worthy teacher of no pretensions, but diligently striving to be fully qualified and successful.

W. A. Anthony was a good scholar. He labored diligently for the progress of his school. He has left the district, to take a more advanced position in the Greenwich Seminary.

Both the intermediate and primary gave good evidence of industry. We shall look for greater advancement, as the wants of the children appear to the teachers, and as their own experience shall instruct them.

Visits of trustee, 2; parents, 1.

PONTIAC.

Lucy E. Hall, Teacher. Lucy E. Hall has taught this school several years, with general satisfaction, and with very good success.

The removal of the scholars, as soon as they are able to labor, prevents the highest advancement. For their age, there are usually, some good scholars. The past year has given as gratifying evidence of improvement as former years.

Miss Hall has left the school to sustain other relations in life.

No reports of visits have been forwarded.

RIVERPOINT.

W. Kent, S. P. Westcott, Teachers. The public school appropriation is expended in summer.

There is something very pleasant about the teaching in this school. A great amount of life and vigor exists. Mr. Kent's school is wide awake. It must be a very small thing that escapes his notice. The order is very good, and the improvement satisfactory.

Miss W. had a large number of small scholars. It requires a good deal of attention to govern them. She succeeds well, and the improvement is praiseworthy.

During the winter, Mr. K. kept a private school. It required an assistant to aid him, showing the interest of parents to educate their children.

This district is affected like the Phenix, in the removal of the children, after a few months instruction in the year, from the school to labor.

CENTRAL.

H. H. Gorton, Teacher. Schools have generally been pleasant and successful in this district. The children are kind to each other, which speaks well for their home influence.

The school opened with some cloud over it, but by a judicious course on the part of some of its influential friends, it was driven away. The school was larger in number than usual. A good degree of improvement was secured. The school was industriously and faithfully taught. The classes in U. S. history and philosophy succeeded well.

The trustee and others visited the school—for want of statistics, we cannot give the number of times.

No material changes have taken place in your school houses, the past year, except Potowomut. It is rumored that Old Warwick contemplates building a new school house. A school enjoying such prosperity as theirs, may well encourage the erection of a good house. Spring Green district has enjoyed a school house, free of expense. It is pleasantly situated, and we cannot suppose that, under the circumstances, the district would be unwilling to

impose a tax upon themselves, thoroughly to remodle the inside of the house.

Our book list needs completing. The committee have appointed no class books for natural philosophy, physical geography, algebra, to meet the present wants of the schools. Better spelling books, we think, might be secured. English history is not on the list.

In some States, each school has been furnished with Webster's Quarto Dictionary. If you have the power to do this, we hope you will. So far as I have learned, two schools only have this valuable book in school.

Sargeant's Readers were introduced into the schools, with much hesitancy, by you. Their introduction has proved a success. The little Primer has done a fine work.

The union of geography and history, every thoughtful man knows, is necessary to success in these studies. We know of no such published work. It is hoped that the teachers will unite them as far as possible.

Penmanship, with a few exceptions, has not been a success the past year. The smallness of the scholars may have contributed to this result. Sometimes the teachers get absorbed in other things, and overlook this branch.

Earnestness in the duties of the school, is as essential to success as knowledge, nay, more so.

Few cases of corporal punishment have come to our knowledge this year. Reason governs more than the rod. Occasionally a turbulent boy will not be satisfied without a chastisement, which he gets and is satisfied.

Our last report opened with the death of a former superintendent, Rev. Z. Tobey, and our present one closes with reminding you of the death of his son, bearing his name. The son taught in Apponaug, Phenix, Pawtuxet, Old Warwick, and perhaps in some other places. He was a fine, moral man. His school government was almost perfect. He went west and secured a good reputation. At the time of his death, his prospects of success were bright. He was removed from earth with a hope of a better life. From his bereaved companion, you may hear in a future report, as she has entered upon the duties of a teacher in one of your schools.

With respect—

B. PHELON, Superintendent.

BRISTOL.

In compliance with the law of the State, and the custom of former years, the committee for the superintendence of the Public Schools of this town, would respectfully present the following as their annual report.

The eleven separate schools entrusted to our supervision, located in different sections of the town, have been carried through the year, under the care of the same teachers, with a few exceptions, and for the usual number of weeks, with but little interruption from sickness or any other cause.

The monthly inspection of the committee has been generally maintained; familiar remarks made in the hearing of the teachers and pupils upon principles of discipline, study, reading, and recitations in general, the tendency of which, upon both departments, is calculated to awaken and keep alive a spirit of enterprise and animation so essential to the life and progress of every district school. The year has passed around without any of those epidemical diseases, or disruptions of harmony, which sometimes arise to scatter the flock and empty the seats of the school room.

Most of our teachers are persons of tried experience and approved ability, such as commend them to the confidence of their patrons. Such as are new in the field promise well for the future. It is a matter of congratulation, that, by favor of the State, we have located in our midst an institution, under the care of accomplished instructors, designed expressly to train persons of both sexes for the responsible occupation of managers of common schools. We hesitate not to commend the Normal School to any and all whose minds are turned toward this useful and honorable employment. The time must soon come, if it has not already, when a diploma from this institution, will be deemed indispensable to an introduction to the office of teacher in our public schools.

We now invite attention to a concise summary of the condition of each school, in the following order.

HIGH SCHOOL.

N. B. Cooke, A. M., Principal ; Miss Sarah W. Perry, Assistant. Average registry of scholars for the two summer terms, 41 ; for the two winter terms, 57 1-2. Five young ladies having honorably completed the prescribed course of study, and respectably performed the parts assigned them at their final examination, received their diplomas in due form. Another class awaits the same honors at the close of the spring quarter, the time appointed for graduation. This highest department in our system of public schools, designed to furnish a finished education, for all common business purposes, to such as seek its advantages, has passed a year of unusual quietness, harmony, and proficiency, under the assiduous attention of its devoted teachers. It occupies a department in education which a community like ours cannot dispense with, and which the present advanced state of learning among the people demands that we should liberally sustain.

NORTH GRAMMAR.

Mr. Charles Pollock, Principal ; Miss Hannah H. Easterbrooks, Assistant. Average registry for the summer, 98 ; for the winter, 93. Mr. E. Rich, the accomplished principal of this department for many years, feeling himself compelled to resign in consequence of declining health, his resignation was reluctantly accepted. After a deliberate and careful examination of the comparative merits of the applicants for the vacancy, the committee made choice of Mr. Pollock. The result of the year's service has proved the wisdom of the selection. The school has been highly prosperous. In its order and proficiency it receives the increasing confidence of the committee and those who are its immediate patrons. A class of sixteen have, during the year, been advanced to the High School.

SOUTH GRAMMAR.

Mr. Harvey Holmes, Principal ; Miss Mary Ann Bourn, Assistant. Average registry for the summer, 84 ; for the winter 83 1-2. It will be sufficient to say of this school that it continues to sustain its uniform standing under the persevering toils of its long tried teachers. A small class have been advanced to the higher department during the past year.

BRANCH GRAMMAR.

Miss Susan M. Green, Teacher. Average registry for the summer, 46; for the winter, 51. This school possesses many attractions for the discipline and instruction of such as are prepared in the primary to be advanced to a higher department. With the consent of the committee, its older and more advanced scholars pass into the Grammar Department before they go up to the High School.

WOOD STREET, (COLORED.)

Miss Sophia L. Wardwell, Teacher. Average registry for the summer, 28; for the winter, 32. The attendance and progress of this school have been much the same as in former years. Miss Wardwell has been constant and earnest in her labors for the good of the school. Those who have persevered in their attendance, have not failed of reaching a standard of scholarship that will bear comparison with any other school of the same grade. The advantages here enjoyed are not inferior to those of any other school, at an expense per scholar greater than any other; and yet from inconstant attendance they are not improved as they should be. As the result of such remissness, a good education is not received as generally as it might be by those to whom it is tendered without money and without price.

NORTH PRIMARY.

Miss Mary Ann Wardwell, Principal; Miss Hannah B. Waldron, Assistant. Average registry for the summer, 76 1-2; for the winter, 77.

There are circumstances connected with the attendance upon this school, that render its management peculiarly arduous. These difficulties are happily surmounted by the patient industry and judicious government of its Principal. The Assistant appointed at the beginning of the year, from the Normal School, has succeeded well in her department.

SOUTH PRIMARY.

Miss Anna B. Manchester, Principal; Miss Augusta V. Baxter, Assistant. Average registry for the summer, 100; for the winter 83. This school was peculiarly unfortunate in the casualty which befel its first appointed Principal, which obliged her to relinquish her charge before the expiration of her first term. The present

Principal commenced her labors under many disadvantages. These she has been enabled to surmount, in a good degree, by patient and persevering toil. The Assistant for the last two terms, having enjoyed the privilege of a full course in the Normal School has discharged her duties satisfactorily. The school is in a prosperous condition.

CENTER PRIMARY.

Miss Abby D. Monro, Teacher. Average registry for the summer, 65 ; for the winter, 66 1-2.

This school, owing to its central position, the capacity of its room, and more especially the peculiar attractions of its management, has had a greater number in attendance than is desirable to be placed under the care of one governess. As it is, however, the school has not suffered from this source. Every remaining seat would have been filled had the superintendent yielded to the solicitation of applicants.

MIDDLE DISTRICT.

Mr. P. W. Taft, Principal ; Miss Helen L. Peck, Assistant, during the winter. Average registry for the summer, 58 1-2 ; for the winter, 61.

The repeated expression of the committee in relation to the discipline and instruction with which this school has been favored, under its present Principal, renders it unnecessary that we should say more at this time. In the early part of the winter, the committee of the district, in concurrence with the Teacher, introduced a new regulation in relation to the season of intermission. This change meets our approbation, and we would earnestly commend it to the consideration and adoption of other rural districts. This change referred to, is that of reducing the ordinary noon intermission to a recess of thirty minutes ; so that neither the Teachers nor the pupils leave the premises, but continue the exercises until they close at an early hour in the afternoon. The advantages of this regulation are as follows : 1st, the Teacher remains upon the ground to protect the house both within and without, the desks, maps, books, &c., from being injured by the rough usage and unrestrained sports of such youth as remain during an hour and half, as was customary under the former system. 2d, the presence of the Teacher secures the school from those im-

proprieties of behavior which are not unfrequently indulged in where youth of both sexes are permitted to carry on their sports together, unrestrained by any supervision during this season of relaxation. 3d, such an arrangement brings sons and daughters home at an early hour to render any service in the family or elsewhere, as may be convenient or desirable. In the winter season, the hours between 9 A. M. and 2 1-2 P. M. by this arrangement, will give as much time for study and recitation as is devoted to the same in the village district, where all the scholars visit their homes, and the school door is locked during the season of intermission. In the season of summer, the usual hours can be secured between 8 1-2 A. M. and 3 P. M. or by any other division of time which may be deemed more convenient. We are aware that the change here proposed may disturb the usual hour for dining; but we are confident a sacrifice of a little convenience of this nature will be amply compensated by the preservation of property within and about the school house, and, what is of more importance, by the preservation of the moral habits of the scholars.

NORTH DISTRICT.

Miss Annie E. Cole, Teacher for the Summer; with an average registry of 40. Mr. A. W. Sherman, Teacher for the winter; with an average registry of 44 1-2.

Miss Cole carried the school through the two summer terms with an unusually increased attendance, and with high reputation as to her own assiduity and skill as a teacher. Mr. Sherman has completed sixteen weeks in the same department of labor, to the general acceptance of the District and the committee.

NORTH EAST DISTRICT.

Miss Martha Smith, Teacher. Average registry for the summer, 30; for the winter, 32 1-2.

In harmony with the repeated recommendations of the committee, the parents in this District, with a nearly unanimous voice, resolved to place their school under the care of a female, during the year. The result has been, an increase of attendance, especially in the warm season, and a manifest improvement in the orderly deportment of the pupils. Sickness and death in the family of the Teacher, in which she has felt a deep sympathy, has in some measure interrupted the progress of instruction. And

yet, the committee are satisfied that there has been encouraging improvement in the order and proficiency of the school during the year.

The committee are gratified with the increasing interest on the part of parents and guardians in our public schools, manifested by their attendance on quarterly examinations. We would earnestly recommend frequent calls at the school room. Such visits will bring parents into closer sympathy with their children as scholars, and with their teachers in the labors and burdens of their position. They will better understand the necessity of those rules that enforce exactness of demeanor and punctuality of attendance. They will quickly discern and appreciate the rare faculty of governing and teaching when happily combined in the same individual, and will be the more reluctant to part with such a prize, though it may cost a little more to retain it. It pains us to see how often a long tried and highly successful teacher is permitted to seek another field of labor, where his services will be more highly esteemed and better rewarded, for the sake of saving a small sum and at the risk of the infliction of a sadly deficient successor. The profession of teaching has now assumed a standing in the community scarcely second to any other; and such as rise to eminence in it will be in demand. It is in vain, therefore, to think that while we "covet earnestly the best gifts," we can possess them at a discount from the price current, or at par with such as are of less value.

We are happy in being able to report to the town, a year of general prosperity to the cause of popular education among us. With the sum entrusted to our care at the last annual meeting of our fellow citizens, we have carried each school through the accustomed number of weeks with adequate instruction. The next annual meeting of the freemen of the town draws near, in which the question will be submitted, what amount shall be raised for the support of our public schools for the year ensuing.

Your committee would beg leave here to state that the sum appropriated for this purpose the past year, as the treasurer's account will shew, has failed to meet the current expenses of the department. The excess was occasioned by an unanticipated appropriation for repairs upon the North School premises which seemed necessary, and also for the support of an Assistant in the

Middle District, there being 70 scholars in attendance. We see not how the several departments can be sustained with efficient instruction, and the necessary repairs made for the coming year, without a moderate increase of appropriation over that of the last.

Your committee, having closed up the labors and responsibilities of the year, cheerfully commit the cause of popular education to the primary assembly of the people, being confident that, as in years past, when pressed with a general commercial embarrassment, so now, at a time of returning prosperity, our fellow citizens who are to be benefited in their families, their estates, and general pursuits of happiness, by the progress of knowledge and virtue, will respond generously to the claims of their Public Schools.

THOMAS SHEPARD, Chairman.

ROBERT S. ANDREWS, Secr'y.

EXPENDITURES FOR THE YEAR.

SOUTH DISTRICT.

High School Teachers, - - - -	975 00	
N. Grammar School Teachers, - - -	802 20	
S. Grammar School Teachers, - - -	800 00	
Branch Grammar School Teacher, - - -	225 00	
Wood Street School Teacher, - - -	185 00	
North Primary School Teachers, - - -	310 00	
South Primary School Teachers, - - -	315 00	
Center Primary School Teacher, - - -	185 00	
Amount paid for repairs, - - - -	139 87	
Amount paid for printing and advertising,	15 63	
	<hr/>	\$3,952 70

MIDDLE DISTRICT.

Middle District Grammar School Teacher,	624 00	
Repairs, - - - - -	20 37	
	<hr/>	644 37

NORTH DISTRICT.

North District Grammar School Teachers,	315 00	
Repairs, - - - - -	43 44	
	<hr/>	358 44

NORTH EAST DISTRICT.

North East District Grammar School Teacher,	224 50	
Repairs and fuel, - - - - -	50 59	
	<hr/>	275 09
Examining Committee and Superintendent,	200 00	
Rent of Center Primary School House, -	75 00	
Rent of Wood Street School House, -	25 00	
Supplies for the same, - - - -	28 47	
	<hr/>	328 47
		<hr/>
		\$5,559 07

A TABLE SHOWING THE ATTENDANCE AT EACH SCHOOL DURING THE YEAR.

SCHOOL.	Spring Term.					Summer Term.					Fall Term.					Winter Term.					Average registry for the Summer.	Average registry for the Winter.
	Males.	Females.	Total.	Average Attendance.	Per cent. Absence.	Males.	Females.	Total.	Average Attendance.	Per cent. Absence.	Males.	Females.	Total.	Average Attendance.	Per cent. Absence.	Males.	Females.	Total.	Average Attendance.	Per cent. Absence.		
High School,.....	18	30	48	41	14.6	12	22	34	29	14.7	28	29	57	51	10.5	45	49	94	54	6.9	41	
North Grammar,.....	49	54	103	83	19.4	40	58	98	85	8.6	43	49	92	80	13.0	25	29	58	78	17.0	98	
South Grammar,.....	35	42	77	68	11.7	49	42	91	85	6.6	52	38	90	88	7.7	62	35	87	78	10.8	84	
Branch Grammar,.....	19	27	46	40	13.0	19	27	46	43	6.5	21	29	50	47	6.0	22	30	52	48	7.7	46	
Wood Street,.....	11	18	29	24	17.2	10	17	27	19	29.6	14	20	34	24	23.4	14	16	30	20	88.8	26	
North Primary,.....	48	28	75	65	12.6	42	36	78	69	11.5	40	38	78	68	12.2	40	36	76	67	11.8	76	
South Primary,.....	65	40	105	96	8.6	58	42	95	81	14.7	49	40	89	74	16.8	41	36	77	68	11.7	100	
Centre Primary,.....	32	31	63	56	11.1	38	29	67	57	14.9	40	26	66	57	13.6	40	27	67	58	18.4	66	
Middle District,.....	28	28	56	49	12.6	35	26	61	54	10.6	48	27	70	59	15.7	33	22	55	46	16.3	53	
North District,.....	19	31	40	36	10.0	21	19	40	35	12.5	24	19	43	36	15.1	28	20	46	37	19.8	40	
North East District,.....	17	11	28	20	28.6	20	12	32	25	21.8	31	9	40	30	25.0	26	9	35	25	28.	30	
Total,.....	389	331	670	578	13.7	339	225	664	582	12.3	385	324	709	610	14.0	388	309	677	579	14.5	607	

BURRILLVILLE.

To the Citizens of Burrillville :

The School Act makes it incumbent upon your Committee "to prepare and submit a Report to the Town at the annual Town-meeting, when the School Committee is chosen, setting forth their doings, the state and condition of the Schools and plans for their improvement." That Report is herewith submitted :

The funds apportioned among the several School Districts were received from the following sources :

From the State	{ Old Apportionment	-	-	\$865 86
	{ New Apportionment	-	-	621 76
From the Town	-	-	-	800 00
Balance in Treasury	-	-	-	13 94
				<hr/>
Total from Town and State	-	-	-	\$2,301 56
Registration	-	-	-	119 79
				<hr/>
				\$2,421 35

After deducting twenty dollars to print this Report, the new appropriation, half the old and half the Town's money, were divided equally among the Districts. The remainder of the Town and State money was apportioned according to the average attendance of scholars in the respective Districts. The registry tax was paid to the Districts in which the several registry voters resided. The amount of money each District received, its whole number of scholars, and average attendance, are shown in the following table. A few returns have not been received, rendering the account slightly defective :

Number of District.	LOCAL NAME.	State and Town Appropriation.	NUMBER OF SCHOLARS.				Length of School.
			Boys.	Girls.	Total.	Average.	
1	White School House,.....	\$126 48	27	15	42	80	....
2	Mount Pleasant,	122 06	24	14	38	27	....
3	Esten,	118 25	11	12	23	16	5
4	Glendale,	154 50	29	29	58	88	....
5	Mapleville,	178 76	48	51	99	70	71.2
6	Roundtop,.....	114 70	9	14	23	12	83.4
7	Harrisville,.....	191 54	54	51	105	78	....
8	Logee,	99 95	7	11	18	15	....
9	Wallum Pond,	107 82	12	9	21	14	....
10	Laurel Hill,	144 18	27	36	63	45	9
11	Pascoag,	219 54	54	61	115	87	9
12	Eagle Peak,	108 80	19	10	29	24	....
13	Jackson,	98 48	8	5	13	9	....
14	Buck Hill,.....	110 27	18	10	28	16	8
15	Harris,	111 75	12	9	21	20	....
16	Mohegan,	155 77	23	33	56	37	....
17	Oakland,.....	129 81					

DISTRICT No. I.

Warren W. Steere taught the Summer Term. A good degree of interest pervaded the School, and considerable progress was made.

The Winter Term was taught by Thomas B. Staples. In every respect he conducted it in a very satisfactory manner. Mr. Staples has had considerable experience in teaching in this Town, and that experience, with a natural taste for his profession, has rendered him a very valuable and efficient Teacher. We hope his services will not soon be lost to our Schools. There is always a good degree of interest manifested by parents in this District, and, as a consequence, we usually find a good School.

DISTRICT No. II.

The Summer Term was taught by Miss Abbie V. Meader. The School was a good one, and her efforts perfectly successful. Warren W. Steere took charge of the Winter Term. Considerable dissatisfaction existing, but little interest was manifested, consequently the improvement was not so great as desirable.

The *highway* still surrounds the School-house, occupying the play-grounds which the scholars ought to enjoy. Some unsuccessful efforts have been made to remedy this evil. If nothing

better can be done, the Committee respectfully recommend *that prompt and efficient means be taken to move the highway from the house, and thus afford at least respectable surroundings to the place where the children are to be educated.*

DISTRICT No. III.

The Summer Term was commenced by Miss Pauline Robbins. After a few weeks, ill health compelled her to close. Her services were generally acceptable. Mr. M. L. Esten taught the Winter Term. He has taught several terms in the District, and ever succeeded well and given perfect satisfaction. The attendance was small, but the few improved the time to the best advantage.

DISTRICT No. IV.

The Summer and Winter Terms were taught successfully by Miss Mary Wynn and Mr. S. Phillips, both of whom labored successfully and efficiently, considering the large number of scholars in attendance, and the inconvenience of the house in which the Schools were kept.

In our last annual Report, we alluded to the action of the Committee in relation to the division of this District. That decision was subsequently appealed from by the District and overruled by the State Commissioner. No member of the Committee lived in the District; no one had any personal interest in the matter; and in our action, we aimed at that plan which would most conduce to the educational interests of all concerned. We thought a division would ultimately prove most beneficial and most satisfactory to the parties. The State Commissioner, entertaining different views, very properly decided in accordance with them. While in justice to ourselves, we feel it our duty to repel all charges and insinuations of sinister motives and lack of fidelity to the trust committed to our charge, we are free to admit that our action might have been ill-judged and injudicious, and that the present arrangement may afford better advantages for the education of the children here. Parties may entertain entirely different views of a matter, and neither party be very wicked for that difference. Under the present state of affairs, the District is erecting a new house, centrally located, sufficiently commodious to accommodate all the pupils, and in every respect highly creditable to all concerned. We confidently hope all past

• differences will be forgotten, and that all parties will cordially unite and use their utmost endeavors to sustain a good School. If such be the course pursued, the School in District No. 4 will at once rank among the very best in Town.

DISTRICT No. V.

The School throughout the year was under the instruction of Miss L. C. Armstrong. No School in Town has so long enjoyed the continued labors of one Teacher, as this, and its condition plainly shows the good results of such a course. Other Districts would do well to imitate the example. With a commendable generosity, the people have supplied the School with charts, outline maps and books, which materially aid the Teacher and are of good service to the scholars.

DISTRICT No. VI.

Mr. R. M. Streeter taught both terms. It was his first experience in teaching. Having passed a fine examination, he commenced under favorable auspices. The Summer Term was well attended, and so far as we are informed, satisfactory. But in the Winter, though no complaint was made to us, matters assumed a different phase,—most of the scholars were kept at home. The reason of this movement we could not ascertain. The discipline was good; the style of teaching practical, and *eminently thorough*, and the Teacher's intercourse with parents and pupils commendable. A class of small scholars in English Grammar, exhibited evidence of more thorough training than any class in Town, even among much more advanced scholars. We can but regard the withdrawal of the children from the School as injurious to themselves and unjust to the Teacher; and have no hesitancy in avowing our confidence in his capacity and fidelity.

DISTRICT No. VII.

Both terms were taught by Mrs. E. M. Steere. Promptness and punctuality characterized the School. A very large part of the pupils were constant in attendance. The improvement was good and the Teacher's services acceptable to the Committee and District.

This School is already too large for the house, and for one Teacher. The probable increase of business at Harrisville, will

doubtless so increase the population and number of scholars, as to render the matter still worse. We are not at present prepared to advise upon the best course to be pursued, but feel sure that some arrangement must be made to accommodate all. We trust the District will attend to the matter without further action on the part of the Committee.

DISTRICT No. VIII.

Miss P. H. Robbins was employed for the Summer Term. Previous to this she had successfully taught in the District, and knew well the wants of the School. Her services were creditable to herself and satisfactory to the District. The services of Mr. Bates were secured for the second term. This Term was more fully attended than usual, and a good degree of interest prevailed it.

DISTRICT No. IX.

Miss Ellen Paine took charge of the first Term. Though it was her first experience, she succeeded well and rendered efficient service to the few under her care. In the Winter Miss Nancy Angell was employed as Teacher. Under her instruction good improvement was made. A better attendance than usual characterized the Term. Sufficient interest is not manifested by parents in this District.

The house is unfit for School purposes. It is out of repair; the location anything but attractive, and all its surroundings unpleasant. It is hoped the District will at once adopt measures to improve the condition of these things. If this matter is not attended to soon, it will become the duty of the Committee to condemn the house.

DISTRICT No. X.

Miss Ann E. Cruff was Teacher through the year. The discipline was better than usual for the School. Commendable improvement was made. The Teacher labored efficiently and her labors appeared to be appreciated. We noticed the names of five scholars on the register who were not absent a single half day for whole terms. This is a rare occurrence, though it ought to be frequent. A good degree of interest was manifested by parents, as evidenced by a record of their names on the register.

DISTRICT No. XI.

At the School-house Miss E. A. King was employed for the Summer and Winter Terms. As a Teacher, she succeeded admirably. Her School ever exhibited good discipline, and the recitations were performed with promptness and accuracy. The scholars made rapid improvement in the various branches of study to which they attended. Had the Teacher's intercourse with her pupils been more social and familiar, they would have been better pleased, and doubtless performed their duties with more cheerfulness and good-will. Teachers should never compromise the dignity of their profession, but that duty does not preclude the social duties that Teachers ever ought to exercise towards their scholars, outside of the School-room. Mrs. H. A. Cook taught the Summer Term at the Vestry. She had previously taught there, and understood well the field of her labors. A large number of little ones attended there, making her duties many and arduous; but they were performed in a highly creditable and satisfactory manner. The order was good. The lessons from the books were well learned, and the frequent exercises in oral instruction acquainted the little ones with much useful knowledge, which they could not obtain from their manuals. Mr. L. W. Emerson, of Dartmouth College, a young man of fine attainments, was employed for the Winter Term. His was a fine School. His mode of teaching was efficient, and his intercourse with his pupils such as to gain their admiration and respect. A good degree of progress was made in the different branches taught. The whole term passed off with no occurrence to interrupt or render it unpleasant.

DISTRICT No. XII.

Miss Lucy M. Bacon, an experienced Teacher, took charge of the Summer Term. The success which she has hitherto enjoyed, characterized the term—it was perfectly satisfactory. Nancy W. Angell taught through the Winter. She succeeded in interesting and advancing her scholars, and gave general satisfaction. But few visits were made by parents.

DISTRICT No. XIII.

Miss Louisa Smith taught the School. Though young and without experience, she succeeded very well. This is the smallest School in Town, and we know of no one where less interest is manifested by parents.

DISTRICT No. XIV.

Throughout the year this School was under the instruction of Miss Mary R. Sheldon, who has very wisely been retained as Teacher for a long time. Her services were very efficient for the good of the scholars, and highly acceptable to all. Most of the parents here manifest a good deal of interest for the welfare of this School.

DISTRICT No. XV.

Miss A. M. Shumway taught both terms. The School was signalized by good order, constant attendance and thorough training in study. The Teacher's part was well performed. Though small, this is decidedly the best School in Town. By reference to our table it will be seen that the average attendance was *ninety-five per cent.*, of the whole number of scholars—while some districts are but a little more than fifty, and the general average for the Town is only seventy per cent.

DISTRICT No. XVI.

The Summer Term was under the charge of Miss Bean. She labored efficiently, and gave good satisfaction to those interested. In the Winter, Byron V. Ballou was employed as Teacher. He passed a good examination and commenced his labors with good prospect of a success. After a few weeks, difficulties sprung up of such a nature that he left without completing his term. The trouble was not investigated, and the Committee are unable to say whose the fault really was.

In view of the past and present condition of our Schools, we can easily see a steadily increasing interest manifested for their welfare and improvement. It is within the recollection of many of our citizens, that our Town was periodically visited by a horde of worthless adventurers, with rods and packs upon their backs—indicative of their mission—in quest of Schools, which they regarded as legal plunder. With them trustees were in high repute, and when found, a bargain was struck with direct reference to the funds in the treasury, the trustee aiming to get as long a

School as possible, and the pseudo-teacher on the lookout to put the greatest possible amount of money into his hungry pocket. He might be as ignorant as the mule, wicked as the serpent, and stubborn as the devil, his only ordeal was a successful bargain with the District official. So with School-houses then. A location among the rocks, in the road, or on some spot available for no other purpose, was selected, and there would be erected the School-house—an uncouth structure, inconvenient and unattractive, alternately cold and hot, with long upright benches, and seats so high as to leave the children's feet dangling in the air, in short, possessing no merits of comfort or convenience. Now matters assume a different form. Teaching is made a profession, requiring certain qualifications for its performance. We do not so often ask what teachers cost, as what they can do. We ask something more than an agreement with the trustee as to dollars and cents. We wish to know if our teachers are qualified in the elementary branches of education, if their moral character is such as will produce a benign influence upon the children, if they have the capacity to impart instruction to those under their charge, if they have the ability to classify, regulate and govern a School; in short, if they are animated, living, acting representatives of creation, or mere automatons, to live out the specified time in the School-room, pocket the fees, and then engage in some other swindling operation.

A change, too, has taken place in the matter of School-houses. The old ones are being deserted, and new ones of more convenient and entirely different construction, are taking their places. Now, when a new house is to be built, it is designed to be neat, convenient and commodious, on a pleasant and accessible location.

Again, the Town is contributing more freely of its money than formerly for School purposes. The people have found it to be a good investment, paying a very high percentage. Within two years the Town appropriation has been increased from \$600 to \$1000, and we hope it will be made still larger. In proportion as our children increase in number, we need additional means to educate them, and it is a source of unfeigned gratitude to all lovers of learning to see a manifest willingness to afford such means.

But though we are glad to notice this change in public sentiment, and consequent improvement in our public Schools, it is plain to all observing minds, that there are still many obstacles to

the successful operation of the School system. Some of them at present seem irremediable, while most of them would readily be removed if the proper forces were brought to bear upon them.

A large portion of our Town is so sparsely populated that there seems to be quite a discrepancy in the division of the School-money, so that it requires much more to educate a scholar in some Districts than in others. For example, District No. 11 last year had \$219,54, and an average attendance of eighty-seven. District No. 13 had \$98,48, with an average of nine. In the former District, \$2,52 was apportioned to each scholar; in the latter, \$10,84. We know not how to avoid this matter, for the territory in the rural Districts is generally large, and the School-houses at a great distance from each other. The few living in such places must be educated as well as the many who live in the villages. But many other obstacles can be remedied. Parents at home can instill into the willing minds of children a love for study and the School-room. At School they can encourage them by frequent visitation and other approving acts. They can promote good order in School by judicious family government at home. They can remove objectionable School-houses, improve their locations, and render the surroundings attractive. A man who has the right spirit will be as particular about a location for this purpose, as for his own private residence. Again, parents can render very efficient service, by exercising the right judgment in selecting teachers,—employing only those who have the true spirit of the teacher, combining natural tact and aptitude, with powerful stimulus, urging the mind to diligent and persevering labor. Some are born teachers—*they take to it naturally*, while it is entirely useless for others, no matter what means are brought to bear upon them, to hope to be successful in the profession. Let the aim then be, to secure the former and avoid the latter.

Considering absenteeism the worst enemy with which we have to contend, the greatest drawback to success, we cannot close this Report without once more referring to it. It is an evil for which there is no excuse, and one completely within the power of parents to control. They can remedy it if they *will*, they can sustain and foster it as long as they please, a disgrace to themselves, and through them, to the Schools, teachers, trustees and School Committees of the Town. Committees may be assiduous in the discharge of their duties, trustees may secure the best of teachers, and

teachers may labor in the best possible manner,—their united efforts are unavailing, if parents are indifferent to this subject. If scholars are to be detained from School by a windy day or cloudy sky, by every frequent visitor or extra dinner, by every circus and traveling showman, for the purpose of doing errands and chores, to fish and hunt whenever they please, to attend to a thousand other trivial matters, and act at all times in accordance with their own morbid tastes and wild fancies, in short, if *School-going* is not made the paramount business, whose interest shall not be sacrificed on any account, this evil will exist, and we know of no remedy except active interference on the part of the Town authorities. Men have no right to abuse the appropriations the State has made for educational purposes, and they have no right to complain, if the Council see fit to institute some means by which all the benefits of the School Act may be realized. The Committee respectfully recommend this subject to the sober consideration of the citizens of this Town.

SAMUEL O. GRIFFIN, }
OLIVER A. INMAN, } School
ISAAC STEERE, } Committee.

June 1, 1860.

G L O C E S T E R .

The Committee would hereby submit their annual report of the schools to the town.

While the public school system has been successful in this town, and many of the schools during the year, have shown a good degree of prosperity ; yet others have fallen short of that progress we had desired.

The cause of this in every case has not been owing to teachers alone, but to a want of mutual co-operation of trustees, parents and teachers.

We have not deemed it desirable to give a separate and particular account of each teacher and school; for such a course not only tends to promote an envious spirit on the part of the teachers, *but all the schools* are usually described as appearing well, while the more *glaring faults* are not brought forward. For this, in many cases, might operate greatly to the injury of some of the teachers who are not entirely responsible for the fault in question.

And besides, many of the teachers look forward with a kind of vain curiosity to see *what good thing may be said* of them; as if this were their principal motive for teaching. Many of them seem more desirous to make a good impression upon the friends of education, that they may have a good thing said of them, *than to make a mark upon the scholars* in their good deportment and thorough culture and discipline, and which shall *itself be a report*, stereotyped and sent out to be living letters that shall speak in all languages and in all climes.

The *good and efficient* teacher thus makes his own report, more truthful and permanent and vital than anything written with ink and type, and which will soon be forgotten. And so does the inefficient and stupid teacher make his *own report* in a want of interest and of culture and of the love of truth as well as in recklessness and vice. Let every teacher resolve that he will make his *own report in the thorough training of his pupils* TO HIGH SCHOLARSHIP AND ALL THAT IS NOBLE in intellectual and moral culture, and which will not need the words of the Committee to set it forth.

As the poet or sculptor reports himself in his productions of genius, or, as the real statesman reports himself, in his great principles and eminent services in the cause of Free Institutions; so let the teacher, who is moulding the mind and destiny of children, see to it, that he daguerreotype his own spirit, aroused to the truest enthusiasm, upon that of the scholars: that he shape and polish these mental gems to the right pattern:—that he thus *write out his report* in living thoughts and feelings and principles, more enduring than time; and which shall mould other minds long after he has gone.

We design to speak upon several points, which have been suggested in visiting the Schools.

1. *The nature of the material on which the teacher works.* Some few of the teachers seemed to have some clear ideas of human nature. They knew how to approach the mind and awake a lively interest in the studies of the school; while others seemed to have little, or no knowledge of the laws and workings of the mind. A portion of Wayland's Mental Philosophy, with a good sprinkling of common sense, would really do them good if well digested. A farmer must *study* the nature of his soils, if he would do any thing effectively. So should the teacher thoroughly study the nature and laws of the mind on which he is to work. He must know how to wake up the thinking powers, and arouse the moral convictions of duty and right; how to interest the feelings and stir up the school to the highest interest. But how few of our teachers have done this, and thus show themselves fully competent to the great work of this profession.

2. *The government of the school.* This is of the very first importance in the school room. In some of the schools, we had the pleasure of witnessing some of the right kind of government. It seemed to partake of the nature of that little monarchy—**THE FAMILY**, in securing those kind sympathies and affections, those generous impulses and high aims that elevate the mind; as well as all those checks upon the wild passions and unholy desires which are found in the best *republics*. In such schools there was respect for the teacher—a kind, social and moral influence, and the scholars were in the best order, because all were awake and deeply interested in their studies.

In other schools, however, there was the want of the best order and thorough efficiency in their working, and for this reason a lack of the best results. The scholars had not that respect for the teacher, and interest in the studies which secured the most decided improvement.

While in several of the schools, there was a scene of perfect disorder from the time of entering to leaving the school room. Nearly all were whispering or talking aloud, and constantly interrupting the teacher in the recitations, and some of the leaders behaved in a way that was disgraceful to any school. We need not say that such schools were far worse than a failure; because the scholars formed the habit of insubordination and carelessness in study and hatred of intellectual effort:—habits that will take

another winter's labor, and another hundred dollars expense to break up.

Unless the teacher can secure good order and the training of each one to the work of self-government:—unless he can teach them not only submission to him, but how to *master themselves* when away from his control, he has done nothing as he ought. There should be so much kindness and decision, and moral influence and life in the teacher, as to awaken all the energies of the school and keep it well employed, or it will run to excess and wildness. This should be done mainly by *moral* means, and when all these fail, some physical penalty should be applied with calmness and without haste and the display of passion. "Foolishness is bound in the heart of a child, but the rod of correction shall drive it far from him."

3. *Organizing and Classifying the School.* While some of the teachers appeared to show judgment and tact in arranging their forces and making a good beginning, that was felt upon the highest interest of the school; others have shown themselves greatly deficient in this respect. They showed no promptness in getting the *names* of the scholars at once, or seating them in a way that should prevent the worst scholars being together, &c., and, besides, they had no *close examination* to test their true standing in order to classify them rightly. Some of the teachers evidently listened to those scholars, who thought too much of their own ability, or to those who desire to go over and over the same ground again through sheer indolence; and who, for the want of shrewdness in the teacher, make no progress from year to year. Some of the teachers also failed in not laying out the work—leaving it all indefinite as to *how much* and at what precise moment they each should recite. All was in confusion and want of interest, because no definite work and time was marked out for them.

It was much, as if the hands of a large mill should try to work without having the various parts assigned to each, or any definite times.

Unless the teacher enters promptly upon this work at the outset, and makes an impression upon the school that something is to be done, it will drag on in a dull and stupid way to the close of the term. If the teacher does not show to the school at once that he has tact and decision here, he cannot wake up the mind in the

pursuit of truth. And, unless this is done, all efforts to force the scholars to study, is like working away at the wheels and bands and spindles of a mill, when power is not applied to the engine. Some of the teachers have scarcely started the engine at all; they hardly got the steam up, or if they did, it did not drive the machinery in the right direction.

4. *The mode of Recitation.* The right manner of conducting the recitations is a vital point in the successful operation of the schools. In some few of the schools the teachers displayed much skill and ability in directing these exercises, and in such a way as to awaken a lively interest and urge the scholars on to a thorough knowledge of the branches taught.

Though each teacher has a way of his own which is the best for him; yet they all agree in the importance of making much of this exercise for the purpose of discipline—of demanding thoroughness of preparation and clearness and promptness of expression in every recitation.

But many of the teachers failed in this; permitting the scholars to give indefinite and careless answers without insisting that it should be done right. They should be taught that they know little about the lesson, unless they can recite it in a clear and intelligent manner, which is almost as important as the knowledge itself.

Some of the teachers seemed to depend too much upon the book—asking simply the questions of the book in a dull and lifeless way, instead of having the lesson with all its bearings in the mind, so as to be full of the subject and pour out the soul in a variety of questions that will interest the scholars.

Others failed in not illustrating the simple elements of each subject; thus making it life-like and practical; applying it to the realities of nature or of real life.

Instead of making the scholars explain the principles upon the board and by outward objects, they would require them to *repeat the rules* and get the answers. When called upon to explain them they seemed to have little or no idea of them; much less could they illustrate the most simple principles in arithmetic; as numeration for instance or the order of units in decimal numbers or in sterling money. And hence they had no clear comprehension of numbers and their relation to each other, and for that reason were superficial in the whole subject. Though they have gone

through the book, yet they know but little of the subject in its application to business transactions and life-duties.

And many could answer the questions in *geography*, yet are grossly ignorant of distances and the direction or position of places on the globe. Their ideas were of books and were not carried out to the things intended.

The same was true in the analysis of words and sentences as applied to its practical use, in speaking and writing the language. *Other teachers failed in not throwing the scholars upon their own resources*; not letting each one *do his own work*, but displaying *themselves* in the recitation. They thus deprive the scholars of this means of culture; this luxury of doing *their own work* of getting knowledge and explaining it to the teacher. He is to be put upon his *own resources* in order to perfect his powers.

Some of the teachers are in the habit of prompting the scholars *helping them through* with their answers, thus taking from them all independence.

They do it often in the manner of asking the question; as "you cannot add fractions having different denominators without reducing them to the same, can you?" Ans. No Sir. Here, and in a thousand like questions the *teacher* answers for the pupil, and the scholar is deprived of all thinking and all culture. He may stay in the school room but he is not educated. You may look on and see the most skillful artist turn off his work; but unless you take hold and do the work *and use your own powers* you can never make a workman. The scholar must be thrown entirely upon his own powers or he can never be a scholar.

There are other teachers who recite almost the whole lesson for the scholar, and thus deprive them of all self-reliance. We have seen a teacher call up a *reading class* for instance, and instead of letting the scholars try their own skill in calling the words, would first call them himself, sometimes nearly the whole lesson, and then make *them repeat* after him. Whereas those scholars should have been prepared to call all those words without assistance, or if they *could not*, they should be put back to simpler words. The same habit of telling the scholars or reciting the greater part of the lesson *for them* appeared in nearly all the studies of the school.

But the true method is to let the scholar prepare his own lesson; and when the questions are asked let him alone; throw him

upon his own resources until he has completed the whole answer, or until he fails.

In this way the scholars will be trained to self-reliance and independence of thinking and acting.

In conclusion we would allude to a few other points.

THE EXAMINATION OF TEACHERS.

It is very evident that the standard of our schools should be raised, and in order to this more *thoroughness must be required of the teachers.*

In looking over the written answers for the examination of teachers, nearly fifty per cent. of the questions were answered wrong by the majority of the teachers—even by some who were to take some of the most forward schools.

To the questions. "What is language?" one writes—"The expression in thought by word or expression." What should we think of such unmeaning words; and what could we expect from a teacher, one half of whose answers were of this description. He could not analyze words or sentences without gross mistakes. To the question, "How will you explain the order of units?" Ans. "Units in the period of units, units of thousands, millions, &c." He failed in fractions, interest, &c., and similar answers were given by others and many of them entirely wrong.

What can we expect from such a specimen of teachers? Must there not be a higher standard and a greater familiarity with these simple principles taught in the schools? Should teachers be appointed and given these places of trust and responsibility, unless they can clearly explain all these plain elements of numbers and languages? If they are to engage in this work at all they should *fully qualify* themselves for it and then be paid well for their services.

A word to Trustees. Permit us to urge upon your attention the importance of selecting teachers that have been approved as efficient teachers in our own schools, or insist on the clearest evidence of their moral character and ability to teach, before engaging them. This will save the committee much time and trouble in the examination of those who are unfit for the place, and the mortification to them of being refused a certificate. Seek for teachers who are fully competent for the work, rather than those whose only qualification is that they belong to the same party, or family,

or social connection; and then pay them well. It is far cheaper to hire workmen for our schools, than a set of bunglers and persons of no character and position in society.

TO THE CITIZENS OF THE TOWN.

We congratulate you in what has been done the last ten years to improve the schools and raise the standard of teaching. Pleasing to every friend of education, has been the progress of these schools in the right direction. We trust you will feel that the time and money has not been lost, but has contributed to raise up intelligent and high minded men and women, who will add tenfold to the real strength and prosperity and glory of the town, in all its true interests. The Committee would acknowledge your hearty co-operation in these trying and responsible labors; and we only regret our inefficiency to do justice to such important interests.

We must not fail to speak of the laudible efforts of the friends of education at Harmony, to add nearly two hundred volumes to their already excellent library during the past year. Another generous donation from Hon. Mr. Manton, together with contributions from among themselves, has well replenished it and made it a means, we trust, of high intellectual and moral culture to that region. May other parts of the town be stimulated by their example in this direction.

ORIN F. OTIS,
THOMAS IRONS,
JOB OWEN.

RECEIPTS FOR THE YEAR 1859.

Received from the State, - - - - -	\$1,206 70
" " Town, - - - - -	400 00
" " Registry Tax, - - - - -	173 45
Unexpended, - - - - -	164 09
	<hr/>
	\$1,944 24

EXPENDITURES FOR THE YEAR.

Teachers' Salaries, - - - - -	\$1,516 94
Unexpended belonging to Districts, - - - - -	407 30
Reserved for Printing, - - - - -	20 00
	<hr/>
	\$1,944 24

The following table shows the amount of public money appropriated to each District, for the school year ending May 1st, 1860; and the amount expended in each District; and also the amount unexpended in each District:—

Number of District.	LOCAL NAME.	Amount appropriated to each District.	Amount expended.	Unexpended.
1	Harmony,	\$121 92	\$121 92	.....
2	Evans,	00 08	.....	00 08
3	Consolidated,	460 92	381 00	79 92
5	Pine Orchard,	125 58	118 00	7 58
6	Clarkville,	136 56	84 00	52 56
7	Shady Oak,	119 84	.....	119 84
8	Washington,	165 84	143 38	22 46
9	Valley,	136 56	108 00	28 56
10	Brown,	125 58	125 58	.....
11	Central,	158 52	158 52	.....
12	Laurel Green,	114 60	98 20	21 40
13	Mount Hygeia,	59 92	51 28	8 64
14	Victoria,	118 26	112 00	6 26
15	Gross & Wade,	20 06	20 06	.....
		<hr/>	<hr/>	<hr/>
		\$1,924 24	\$1,516 94	\$407 30

TEACHERS IN THE PUBLIC SCHOOLS.

SUMMER TERM.

NO. DISTRICT.	NAMES OF TEACHERS.	RESIDENCE.
1	Carrie Greene,.....	Glocester.
5	{ Sanford B. Smith, Grammar Department,...	Smithfield.
6	{ Amanda Eddy, Primary Department,	Chepatchet.
7	Candace Slocum,.....	"
9	Amasa F. Eddy,.....	"
10	Lizzie C. Hopkins,.....	Foster.
11	Mary Owen,.....	Chepatchet.
12	Mary A. Winsor,	Glocester.
13	Sarah B. Smith,.....	"
14	Mary O. Steere,.....	"
15	Alma Tourtellott,.....	Scituate.
Gross & Wade.	Candace M. Eddy,.....	Smithfield.

WINTER TERM.

NO. DISTRICT.	NAMES OF TEACHERS.	RESIDENCE.
1	Carrie Greene,.....	Glocester.
5	{ Charles P. Berry, Grammar Department,....	Scituate.
6	{ Lizzie F. Walden, " "	Chepatchet.
7	{ Amanda Eddy, Primary Department,.....	"
9	Candace Slocum,.....	"
10	William S. Converse,.....	Thompson, Ct.
11	H. W. Williams,.....	Foster.
12	Daniel Chandler,	Scituate.
13	Eliza Greene,.....	Glocester.
14	Thomas Irons,	"
15	W. H. Bowen,.....	N. Scituate.
Gross & Wade.	R. B. Fuller,	Scotland, Ct.
	Candace M. Eddy,.....	Smithfield.
	A. A. Smith,	Glocester.

WARREN.

The Public School Committee respectfully present to the Electors the following Report for the year ending April 17, 1860.

At the last annual Town Meeting, the following persons were appointed a Committee to superintend the Public Schools, viz :

MR. BENJAMIN A. CHASE,
" CHARLES T. CHILD,
" GEO. LEWIS COOKE,
" GEORGE G. HAZARD,

MR. R. B. JOHNSON,
Rev. E. W. MAXCY, JR.
MR. EZEK B. SIMMONS.

A few days subsequent to that time, having been duly qualified, they met in the counting-room of Mr. R. B. Johnson, for the purpose of organizing. Mr. George L. Cooke was elected Chairman, and Rev. E. W. Maxcy, Jr., Secretary.

At the last annual Town Meeting, a proposition concerning the change of location of the School-house in the East District, and also concerning the change of the line between the North and East Districts, was received and referred to the School Committee, with authority to draw on the Town Treasurer for a sum not exceeding \$100. In accordance with this action, the Committee met in the School-house of the East District on April 29th, pursuant to notice. There was a very full attendance of the electors at this meeting. The petition of certain residents of that District, with the resolutions annexed, relating to proposed changes, and also a remonstrance of certain residents in the District, against the granting of the petition, were read by the Secretary. After an extended hearing of the petitioners and remonstrants, it was on motion

Voted, That the sum of fifty dollars of the fund at the disposal of the Committee, be set apart for the maintenance of a School south of the East District School-house.

It was also

Voted, That Obadiah Chace and Edward Cornell be a Committee to expend the above sum.

This action has, it is believed, accomplished all that was desired. The gentlemen who were appointed to expend the money thus appropriated, for the support of a teacher in that portion of the Town, erected, at private expense, a neat building, and secured the services of Miss Susan Peckham.

The amount of funds placed at the disposal of the School Committee was \$3,324.45, and was derived from the following sources, viz :

Balance from last year,	. . . . .	\$4 59
Appropriated by the Town,	. . . . .	2,500 00
Received from the State,	. . . . .	699 89
Registry Taxes,	. . . . .	25 79
Received for Tuition,	. . . . .	94 18
Total	. . . . .	<u>\$3,324 45</u>

The following are the expenditures of the year:

WEST DISTRICT.

For Tuition,	. . . . .	\$2,209 37
" Repairs,	. . . . .	17 62
" Fuel,	. . . . .	89 90
" Care of School-house, &c.	. . . . .	63 70
" Text Books, Stationery, &c.	. . . . .	37 90
" Printing and Advertising,	. . . . .	19 00
		<u>\$2,437 49</u>

NORTH DISTRICT.

For Tuition,	. . . . .	\$216 67
" Repairs,	. . . . .	11 90
" Fuel and incidentals	. . . . .	22 72
		<u>\$251 29</u>

EAST DISTRICT.

For Tuition,	. . . . .	\$186 67
" Fuel and incidentals,	. . . . .	15 25
" Tuition on Warren Neck	. . . . .	50 00
		<u>\$251 92</u>
Total,	. . . . .	\$2940 70
Balance on hand,	. . . . .	383 75

In the North District, the Committee engaged for the Summer Term the services of Miss M. C. Scott, and for the Winter Term, those of Mr. A. B. Mason.

In the East District, in addition to Miss Susan Peckham, to whom reference has already been made, Miss Nancie E. Chase was employed in the Summer Term, and Mr. N. B. Gardner in the Winter Term.

In the West District, no changes have been made in the Primary School, nor in the Junior Department of the Liberty street School. A name that has long been registered on the list of the teachers of the Senior Department of this School, appears there no longer. In the sad Providence which called Miss Patten away from the scene of her labors, our Town has sustained a loss which will long be felt. Her sudden and early decease has not only deprived us of the services of a most successful teacher, but the cause of morality has suffered as well. It has lost the aid of one whose daily life has exerted an influence, most beneficent in its character, on those who were at the forming period of their existence. The resolutions which were adopted when this sad event occurred have already been published, but the Committee felt that at least a passing tribute to the worth of one whose memory is cherished as is hers, was due in this connection to so faithful and devoted a servant and benefactor.

In the place of Miss Patten, the Committee endeavored to obtain one who had long been a co-laborer with her, but had been compelled on account of failing health to lay aside the duties of her profession. In reply to their invitation, Miss M. E. Salisbury informed them that she might be able by the commencement of the Spring Term to resume her labors, but could not at an earlier date. Since the present Term commenced, she has again entered upon her duties. In the interim which elapsed between the decease of Miss Patten and the commencement of the present term, the services of Miss Eliza F. Shurtleff were employed. In reference to them, it is no more than simple justice demands that we should say that they have given entire satisfaction.

The Committee have, after a trial of the division of the year into three terms, been convinced that the system is not desirable. It failed to give general satisfaction, and they have accordingly returned to the old way. There are now four sessions in the year in the West District.

The following tables show the attendance of pupils at the various Schools during the year.

WEST DISTRICT.

SENIOR DEPARTMENT OF THE LIBERTY STREET SCHOOL.

	Boys.	Girls.	Total.	Average.
Summer Term, - - -	45	54	99	64 1-10
Fall Term, - - -	44	49	93	79 1-8
Winter Term, - - -	54	48	102	84 1-5

JUNIOR DEPARTMENT OF THE LIBERTY STREET SCHOOL.

	Boys.	Girls.	Total.	Average.
Summer Term, - - -	57	72	129	93
Fall Term - - -	60	72	132	100
Winter Term - - -	59	67	126	99

PRIMARY SCHOOL.

	Boys.	Girls.	Total.	Average.
Summer Term, - - -	69	52	121	82
Fall Term - - -	56	45	101	75
Winter Term, - - -	58	37	95	68

NORTH DISTRICT.

	Boys.	Girls.	Total.	Average.
Summer Term, - - -	20	13	33	23
Winter Term, - - -	26	10	36	26

EAST DISTRICT.

	Boys.	Girls.	Total.	Average.
Summer Term, - - -	14	6	20	11
Winter Term, - - -	20	6	26	19

WARREN NECK.

Summer Term - - -	6	7	13	9
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In connection with the above statistics, your Committee cannot refrain from expressing their earnest desire that, on the part of parents and guardians, there might be a deeper conviction of the importance of punctuality in the attendance of those who receive instruction in our Schools. That in certain cases it will often be necessary for a pupil to be absent for a half day or a day, or even longer, they are well aware. In reference to sickness, and other causes which cannot be prevented, they of course say nothing.

But for trivial reasons a pupil is often allowed to remain at home, when only a slight degree of care would find him in his place. Such a course is not only productive of injury to the scholar himself, but all the classes to which he belongs also suffer from it. Their progress is retarded by it. The labor of the teacher is increased unnecessarily. The expenditure in behalf of our common Schools can thus but fail to accomplish the results it would otherwise accomplish. The Committee feel that those who thus injure the cause of education, cannot be aware of the extent of the evil of the course they pursue, and they earnestly hope that greater care in this respect may be exerted in the future.

There is one other subject to which our attention has been directed, and to which we ask your candid consideration. While in other Schools the arrangements for the accommodation of pupils and teachers are such as to furnish occasion for gratification and even pride, those which are afforded in our Primary School are of a very different character. We trust that the course which for years has been pursued by those whom the interests of the cause of education have been entrusted, has been such as to evidence the fact that they would not propose any unnecessary expenditure of money. Our aim has ever been to do as much as possible with the smallest amount of means. But we are constrained to urge upon the electors of the Town, the urgent necessity there is for better accommodation for the Primary School. If the parents of those who send their children to that School, would themselves visit the place on other than examination days, we think there would be little need of any extended remarks from us on the subject. The room is not, and cannot be made to afford suitable accommodation for those who meet there. The means for proper ventilation are not merely imperfect. The truth is, there are no means at all which can be used. Great as are the evils arising from the air, the impurity of which is so great as to be nauseating, an attempt to ventilate causes a draught of air to fall upon the pupils which would produce even worse effects. The crowding together so large a number of children in so small a space, is utterly incompatible with the accomplishment of the purposes for which they are gathered. In addition to this, the situation of the School is far from being the most eligible, and the Committee often hear complaints which would never be made were the location more proper. We are convinced that it is of

the deepest importance that this subject should meet with the consideration it deserves, and therefore urge upon your attention the necessity of a change in the accommodations to which reference has been made.

With the exceptions above indicated, the Committee rejoice in being able to congratulate the Town on the result of the expenditures of the past year in the cause of common school education. Few indeed are the objects presented to us which are more important in their relations to the present or the future.

The Committee therefore recommend that immediate steps be taken for the erection of a suitable Primary School-house in the West District.

To carry on the Schools successfully during the coming year, an appropriation of \$2,300 will be required. They therefore recommend that that sum be set apart for this purpose.

All which is respectfully submitted in behalf of the Committee.

GEO. LEWIS COOKE, Chairman.

E. W. MAXCY JR., *Secretary*.

R I C H M O N D.

To the citizens of the Town of Richmond:

The School Committee in compliance with the provisions of the law, respectfully submit the following report:—

At the June town meeting, A. D. 1859, a committee of three was elected, viz: Clark H. Sheldon, Nelson K. Church, and Jesse P. Clarke to superintend the Public Schools of said town.

At the first meeting, organization was effected by electing C. H. Sheldon, chairman, and J. P. Clarke, clerk.

Mr. C. H. Sheldon, and J. P. Clarke were each of them empowered and authorized to act as a sub-committee to examine appli-

cants for teaching, and J. P. Clarke was appointed a sub-committee to visit the Schools for the Summer and Fall Terms.

Subsequently Mr. Sheldon tendered his resignation, and Mr. Nathan E. Hoxsie was elected to fill the vacancy, and became a qualified member of the committee.

In November, Mr. J. P. Clarke having moved into another town, the vacancy occasioned thereby was filled by the appointment of Wanton Lillibridge. Mr. N. K. Church was elected chairman, and Nathan E. Hoxsie, clerk.

The amount of money received and appropriated for the support of Free Schools in this town, for the year ending May, 1860, has been as follows :

From the State	-	-	-	-	-	-	-	\$923 48
" town appropriation	-	-	-	-	-	-	-	300 00
" Registry tax	-	-	-	-	-	-	-	74 10
Interests on deposits	-	-	-	-	-	-	-	19 94
In the treasury, not appropriated last year	-	-	-	-	-	-	-	7 50
Total	-	-	-	-	-	-	-	\$1325 02

The State appropriation was divided according to the law, viz: old appropriation—\$418 20, one-half equally among the districts and one-half among the scholars according to the average daily attendance. The new appropriation—\$505 18, equally among the districts. Of the town appropriation, \$60 were reserved for joint districts, and incidental expenses; the remainder and the registry money, was divided equally among the districts.

Tabular views of the Summer and Winter Schools are here presented, showing also the amount of the appropriation, and the amount raised by rate, or tuition bills, for each district for the year ending May, 1860.

TABULAR VIEW. SUMMER AND FALL TERM.

LOCAL NAME.	Families sending to school.	Families out of Dist.	Boys registered in Dist.	Boys out of District.	Girls registered in Dist.	Girls out of District.	Scholars over 15 yrs.	Scholars under 5 yrs.	Average Attendance.	Wages per month.	Number of terms expence.	Number of terms in same District.	Length of term in months.	Amount paid to each District.	TEACHERS' NAMES.	RESIDENCE.
1 Pine Grove	28	..	24	..	32	..	1	3	42	\$80 00	6	..	6	\$70 00	No school	Voluntown, Ct.
2 Carolina	23	..	14	..	28	..	1	1	27	13 00	9	..	..	80 00	A. A. Stanton	Richmond.
3 Shamrock	18	..	10	..	14	..	..	..	17	..	..	..	..	..	D. Lizzie Clarke	South Kingtown.
4 Uquepang .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	H. E. Champlin	..
5 Cedar .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	No school	..
6 Squirrelville .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	No school	..
7 Alton	34	2	18	1	38	2	4	4	27	25 00	8	..	6	66 00	J. C. Harris	North Scituate,
8 Cedar's Hill	14	2	8	1	9	2	..	..	11	12 00	1	..	..	88 00	H. B. Kenyon	Richmond.
9 Bell .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	No school	..
10 Washington .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	No school	..
11 Bos .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	No school	..
12 Punch Bowl .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	No school	..
13 Arcadia	25	..	18	..	24	..	1	4	26	14 00	2	..	..	46 00	Alice A. Sheperdson	Hopkinton.

NOTE.—The figures attached to Nos. 2 and 7 denote the aggregate for two terms. In No. 7, Miss M. Aldrich taught the Summer term 2 1-2 months, at \$20 per month.

TABULAR VIEW. WINTER TERM.

Number of District.	Families sending to school.	Families out of District.	Boys registered in District.	Boys out of District.	Girls registered in District.	Girls out of District.	Scholars over 15 years.	Scholars under 5 years.	Average attendance.	Wages per month.	Number of terms expirations.	Number of terms in same District.	Length of term in months.	This year's appropriation added to last year's balance in treasury or amount overdrawn deducted.	Last year's balance that was due each District.	Amount raised by rate, or tuition bills for summer and winter terms.	Amount paid each District.	Amount now in treasury due each District.	TEACHERS' NAMES.	RESIDENCE.
1	13	1	14	..	17	..	9	2	15	\$16 00	2	..	4	\$95 22	..	..	64 00	81 22	A. B. Moore,	Richmond.
2	48	1	37	..	18	1	5	7	50	35 00	8	24	4	48 87	..	284 00	48 87	A. A. Stanton,	Voluntown, Ct.	
3	22	..	19	..	18	1	1	2	21	20 00	2	..	4	100 47	..	31 52	80 00	N. K. Hubbard,	Agawam, Ma.	
4	11	..	9	..	9	..	..	1	12	22 50	6	24	9-20	99 60	..	67 88	99 60	H. E. Champlin,	S. Kingstown.	
5	8	8	12	9	8	9	..	1	19	20 00	14	14	14	108 66	11 06	..	80 00	23 68	J. W. Gorton,	Coventry.
6	9	2	21	1	1	6	2	2	19	22 00	8	14	14	122 88	21 54	..	88 00	34 88	J. S. Prosser,	Richmond.
7	37	8	28	11	29	8	11	8	36	28 00	6	14	14	47 59	..	110 91	47 59	J. C. Harris,	N. Scituate.	
8	8	1	15	1	8	1	1	2	11	21 00	2	..	4	90 85	..	..	90 80	55 H. B. Kenyon,	Richmond.	
9	10	8	7	4	7	2	2	..	9	17 00	3	24	8-10	59 22	..	..	59 22	O. W. Hopkins,	Exeter.	
10	18	..	16	..	18	..	2	1	15	18 00	4	..	6	99 69	9 72	..	88 00	11 69	C. H. Sherman,	Exeter.
11	18	..	12	..	7	..	1	1	14	18 00	8	..	4	102 41	14 10	..	72 00	30 41	E. W. Phillips,	Richmond.
12	5	..	8	1	7	..	4	1	18	15 00	1	..	4	118 04	82 44	..	60 00	68 04	J. C. Vallet,	Preston, Ct.
13	23	..	21	..	19	..	2	1	18	18 00	1	..	4	47 47	..	12 53	47 47	William F. James,	Richmond.	

Nota.—Paid Joint District No. 5, Hopkinton, \$8 76. Paid Committee for visiting Schools, \$21.

SCHOOLS AND SCHOOL HOUSES.

DISTRICT No. 1. It is with much pleasure that your Committee are able to announce that a neat and commodious house, sufficient for the accommodation of all the scholars, and in many respects the best house in the town, has been erected in this district during the past year. For convenience of internal arrangements this may serve as a model house. The whole cost of building was \$756.49.

A portion of this district has been set off to district No. 5, of Hopkinton.

No. 2. It will be seen by the returns that this school has the largest number of scholars of any school in the town, and your committee would recommend an enlargement of the present house so as to make an additional room, and another department.

No. 3, needs a larger and more commodious house for the accommodation of the scholars.

No. 6. The school in this district was commenced by Mr. George W. Collins; but his labors were soon arrested by sickness, from which, he never recovered.

Mr. Collins had been for several years, a teacher in the public schools, and a member of the school committee of this town. He will long be remembered as a faithful teacher, a firm and efficient member of the committee, and a friend of education.

No. 7. This is one of the largest schools in the town, but the want of proper accommodations, of harmony in the district, and the frequent change of teachers has generally had an unfavorable effect on the prosperity of the school.

The improvement of this school for the past year was not in proportion to the bright intelligent appearance of the scholars, or the efforts of its faithful teachers. A larger house, with accommodations for two departments is needed.

Nos. 10, 11, and 12, are by far the poorest houses in the town; new houses should be erected in each of these districts.

A few changes that the interest of the schools seemed to demand, have been made in the text books used in the schools; but in every instance arrangements were made with the publishers, and the books furnished at the lowest terms.

ATTENDANCE.

The whole number of scholars of all ages registered in the schools during the Winter Term was 420.

The average attendance of all the schools during the same term was 242.

The percentage of attendance compared with the whole number registered is 58.

The loss from irregular attendance is 42 per cent.

It therefore appears that 42 per cent., of the money used for the support of the public schools in the town during the past year has been directly thrown away, by, in many instances a voluntary abandonment of privileges. But the waste of money, weighed against the opportunities neglected which can never be recalled, is but an atom. Nor is this the only effect; such irregularities destroy the interest in the schools, interrupt the arrangement and progress of the classes, and discourage the faithful teacher. The grand cause must be found in the parents of the absentees, and upon them the responsibility must rest. Will not the parents and friends of education in this town look to it, and endeavor to mitigate the evil by securing a better attendance?

STATE OF THE SCHOOLS.

In making the circuit of the different schools, and surveying the field of our operation during the past year, we feel gratified in being able to report that the general condition of the schools is good; we have seen much to approve; much that was gratifying and cheering. Some of the schools have made a commendable proficiency in their several studies. A few were, however, far from being what they should have been.

In some instances the teachers have failed in governing and disciplining their pupils; in some, the literary attainments of the teachers were but little in advance of the pupils. Some of the teachers were young, and have had but little experience in teaching. The want of proper accommodations, or the local prejudices of the district, in some instances have operated unfavorably on the prosperity of the school; but in most cases the responsibility must rest upon the teacher. A teacher competent in literary attainments, and earnest and devoted in his work, will generally succeed if he has a common share of prudence and discretion. There can never be a good school without an efficient teacher.

Teachers of higher literary attainments are needed in our schools, and your committee would most respectfully urge upon trustees and others the importance of securing the services of such.

Our schools would be far more efficient and successful did parents visit the schools oftener and more generally co-operate with teachers in their arduous labors.

N. E. HOXSIE,
WANTON LILLIBRIDGE, } Committee.

EXETER.

In reporting the schools of Exeter, we would first wish to call the attention of the people to the school-houses, and especially those that have long needed repairing in order to be suitable for the accommodation of a school. It is well known that many of the buildings used for schools in our town, are far from being good, suitable houses for the schooling of children; which of course must be really detrimental to their advancement in learning. The school-houses in districts No. 1, 2, 4, 5, 7, and 11, are good commodious buildings, well suited to the wants of children; the most of them having pleasant locations and inviting appearances, conferring on their proprietors much honor and respect, and blessings upon their children; while those in Nos. 6, 8, 9, 10, 12, and 13 remain as they were reported in our last year's report, all of them needing much improvement to be what they should be for the purpose they are intended. We sincerely hope that the people of these districts will thoughtfully consider this point, and realize that through their negligence and indifference they are depriving their children of many of the advantages enjoyed by the children of those districts that have good school-houses. That a part of the school money is wasted on account of the depravity

of such school-houses, and the children thus robbed of a part of the means allotted to them for getting an education, is undeniable. We do not wish to censure nor misrepresent, but to let the people of our town know what still remains to be done before our schools can arrive at a standard of equality; and we most earnestly desire that ere long the people of those districts that have so long been delaying and procrastinating, will come up unitedly to their duty, manifest a more glowing interest for the education of their children, and set themselves at once to repairing their school-houses.

THE DUTY OF PARENTS TO THEIR SCHOOL.

In viewing the Registers of the different Schools, we have noticed but few visits from parents, even some of the Trustees having neglected this duty. There is almost everywhere too great backwardness on the part of parents to do this duty, but could they realize the worth of their frequent calls to the school-room, not one we think would hesitate to do so. We know of nothing that will tend more to excite an interest among scholars and encourage teachers, than the visitations of parents; and we would say to the worthy people of our town, if you wish for better schools, and are anxious for your children to manifest a deeper interest in their studies, and press onward to make themselves useful and honored, you must use your greatest efforts to manifest to them inducements that shall exhibit plainly your anxiety for their welfare in learning. We believe, that if parents would come up unitedly and act together for the prosperity of their schools, always encouraging and beseeching their children to give proper and respectful attention to the different plans and requirements of their teacher, giving them their best thoughts in favor of the advantages of their school, and never speaking reproachfully of the teacher in their presence, our schools would soon arrive to a higher standard of perfection, and disunions would be less frequent. Whenever a district is united and its inhabitants co-operate together for the unanimity and success of their school, it seldom fails of being prosperous; but when one portion is at variance with the other, a part acting against the school, bringing up every disparagement possible to degrade it, though it may have the best of teachers, yet it must fail to yield that success that it, otherwise would, had not its peacefulness been annoyed

by such interference. No parent is to blame when he is led to feel that things are not right in the school, for going to the teacher and acquainting him of the circumstances and striving to have matters reconciled. This is his duty; and a teacher, if he is endowed with principles requisite to his calling, will thank him for doing so. But that parent who, instead of going to the teacher and consulting him in relation to the aggrievance, promulgates it throughout the neighborhood, thus casting a blighting influence upon both teacher and school, goes beyond the bounds of justice and propriety, and violates one of the greatest rules of honor and integrity. When we are conscious that the teacher is endeavoring to acquit himself faithfully in the discharge of his duties to his school, though his plans and methods may not, in all respects, be in accordance with our opinion, we should not be too forward to censure him. The faithful teacher really deserves our greatest approbation and sympathy, and we should endeavor as far as possible to strengthen him in his assiduous labors.

In conclusion, the Committee would say that they have endeavored to fulfill their responsibilities to the best of their ability; and though they have been obliged to reject two or three applicants for certificates, yet most of those whom they qualified to teach possessed good qualifications, and they have endeavored to grant none certificates whose acquirements did not fulfill the requisitions of the school laws.

The following is a brief sketch of each of the schools:—

DISTRICT No. 1.

Summer Term. B. A. Wilcox, teacher. Though the term was short, being but two months, yet the school made very good advancement; and in point of order it was highly commendable.

Winter Term. Curtise E. Maryat, teacher. He labored with much zeal and earnestness for the promotion of his school, and gave good satisfaction.

DISTRICT No. 2.

This school was taught by Robert B. Richmond. He is a teacher of considerable experience, and has always proved successful

and given good satisfaction. He has taught the school several terms, and is quite a favorite teacher in the district.

DISTRICT No. 4.

Summer Term was taught by Miss Abbie M. Bliven. She has taught the school several terms, and has given general satisfaction to the district. The Winter Term was taught by C. E. Tillinghast, he taught the winter previous, and has always given entire satisfaction; he is too well known to need any comment.

DISTRICT No. 5.

This school was taught by E. P. Phillips, a teacher of considerable experience, and has taught the school several terms before. This school is a pleasant school to teach in many respects. The scholars all labored earnestly, and were obedient to their studies and teacher, and made good improvement. The school was larger than it had been for several years (though small now,) and a good degree of interest was manifested among the parents and scholars.

DISTRICT No. 6.

Summer Term taught by Abbie M. Phillips of the district. This was the first attempt at teaching, and she faithfully labored for the advancement of her school, and spared no pains for the benefit of her scholars, and seemed very much delighted with her task. It is seldom that children are better drilled. The Winter Term was taught by George J. Hazard. This was his first attempt. He was deficient in government, and his school failed of giving the satisfaction that was given in previous terms.

DISTRICT No. 7.

Summer Term taught by C. Carpenter. This teacher has taught several terms before. The committee had not the privilege of visiting this school but once, and cannot judge much of its advancement. The Winter Term was taught in part by A. Anderson. He failed in governing, and the district became dissatisfied and he closed his school.

DISTRICT No. 8.

The Summer and Winter Term was taught by Miss Josephine Wightman, a young lady of good qualifications, and gave general satisfaction the summer term. A part of the district became dis

satisfied with the winter term, and made some complaint to the committee, but upon examination and from what they could learn from the trustee, they thought best to do but little about the affair. It is hard for teachers to satisfy in any district where they are not united.

DISTRICT No. 9.

This school was taught by Mercie A. Sweet, a teacher of good qualifications and considerable experience in teaching, and is well known in this part of the town as a successful teacher. She seldom fails of success.

DISTRICT No. 10.

Summer Term. Mercie A. Sweet, Teacher. The school, though of mostly small scholars, made a favorable advancement, and seemed to manifest a high degree of interest in their studies.

Winter Term. George E. Wilbur, Teacher. This school has suffered much, in past winters, for want of good order; but this teacher merits our highest approbation for bringing the school under good discipline, and maintaining it throughout the term. His scholars made good improvement, and he gave entire satisfaction to the district. It was his first term.

DISTRICT No. 11.

Fall Term. Nelson K. Church, Teacher. This school was ably conducted by one of the best of teachers. He succeeded well in establishing and maintaining good order; and though the term was short, he did much for the improvement of the school.

Winter Term. George C. Greene, Teacher. This teacher seemed to be too easy with his scholars, and indulged them too much for the benefit of his school. With some of the recitations we were well pleased. The attendance of many of the scholars was too irregular to make much advancement.

DISTRICT No. 12.

Winter Term. Marion Anderson, Teacher. We were well satisfied with her method of teaching. Her scholars were much interested in their studies and probably made good improvement.

DISTRICT No. 13.

Hannah Locke, Teacher. This was a very pleasant and inter-

esting little school. The scholars exhibited much interest in their studies, and made good improvement; and the teacher faithfully discharged her duties to her school.

All of which is most respectfully submitted by us.

E. P. PHILLIPS,
THOMAS A. HALL,
ROBERT B. RICHMOND, } Committee.

STATISTICAL TABLE,

Showing the number of Scholars, Average Attendance, &c.

SUMMER TERM.						LOCAL NAME.	WINTER TERM.					
Males.	Females.	Total.	Average Attendance.	Length of term. Weeks.	Number of District.		Males.	Females.	Total.	Average Attendance.	Over 16.	Under 16.
14	14	28	14	8	1	Woody Hill,	28	18	41	28	6	2
..	..	..	..	..	2	Free,	24	5	29	22	12	2
12	14	26	17	12	4	Bates,	22	14	36	28	5	..
..	..	..	..	..	6	Lewis,	18	10	28	14	5	2
12	10	12	18	12	6	Pine Hill,	14	18	27	19	4	3
18	12	25	14	16	7	Hall,	16	9	25	17	7	..
8	22	20	9	11	8	Exeter Hill,	24	18	37	22	4	3
..	..	..	..	..	9	Gardner Corner,	14	7	11	17	4	..
14	14	28	21	16	10	Dewley,	17	12	29	18	4	1
..	..	..	..	..	11	Trip's Corner,	26	25	51	32	7	2
..	..	..	..	..	12	Yarker,	7	5	12	9	4	..
11	6	17	14	20	18	Yaw Gob, .....	..	..	..	..	..	..

HOPKINTON.

At a meeting of the Electors of Hopkinton, held June 7th, 1859, George H. Olney, O. B. Irish, and B. P. Langworthy, 2d, were elected School Committee for the year ensuing, who organized by appointing George H. Olney, Chairman, and O. B. Irish, Clerk.

At a subsequent meeting of the Board, B. P. Langworthy, 2d, was appointed Superintendent of Schools until the October quarterly meeting, and O. B. Irish, Superintendent for the remainder of the year.

BOARD MEETINGS.

During the current year, there have been four quarterly meetings, and eight called or adjourned meetings, at which times they have granted and approved certificates of qualification to eighteen teachers, and disposed of all other business before them, except one petition to change the boundary of a district, and that petition we pass to our successors, on account of unsettled business matters in the district.

No appeal has been taken from the decisions of the Committee, although several petitions before them have been warmly advocated, and as warmly contested—the parties earnest, and we believe honest, in their cause.

The Superintendents have visited the schools throughout the town twice each term, with one or two exceptions, and their report shows an increase in the number of scholars, and an improvement in the grade of the schools, as compared with the last year. Trustees, backed up by the schools and their proprietors, have generally sought teachers of a higher grade than formerly, believing that the gain in the improvement of the minds of their children is of more real worth than the extra dollars and cents that a *first class* teacher requires.

Hopkinton Academy, which is now in successful operation, is destined to elevate the standard of education in this town, by preparing the rising generation better to fill their station as teachers and citizens; and the influence must ultimately be felt upon the common schools. Though it may draw some scholars from our largest schools that are ably prepared to spare them, the benefits arising to those remaining will more than repay for the change.

Schools have been taught from seven to ten months in each district, and the average daily attendance exceeds that of last year by forty-four, while the whole number of scholars registered in the several schools exceeds that of last year by twenty seven; showing that parents are waking up to that very necessary idea of sending their children regularly, in order to receive the greatest amount of good in proportion to the time and expense.

The Committee have found it necessary to change the reading books, Russell's series having been in use since 1844; and the selections in them have become so familiar to most of the scholars that a bright lad of seven years will repeat half of the reading lessons of any advanced class. The result is, that no sooner than the pupil commences an exercise, his eyes leave the book, and he recites in a hurried manner that which he should read carefully and attentively. They have adopted Sargent's Standard Series, and hope soon to see a complete uniformity of reading books throughout the town.

They would also recommend a change of Arithmetics, as soon as may be thought practical by the future Committee.

ALTERATIONS.

During the year, there has been added to District No. 5, a portion of Richmond, at Woodville, forming what will hereafter be known as Joint School District No. 5, of Hopkinton.

District No. 8 has been dissolved, and that portion lying east of the long bridge road, leading from "the city" to Rockville, is added to District No. 7; and that lying west of said road is added to District No. 6.

Those families who live at the north end of No. 6 are provided with school in North Stonington, and arrangements are made for them to receive a portion of the town fund.

IMPROVEMENTS.

District No. 2 has improved its grounds with fence and trees, painted the house, and made its appearance equalled by but few school-houses in the country. Such improvements would do honor to several other districts, especially No. 5, whose *frontispiece*, though an airy retreat for children in summer, would be a far better ornament to some by-place as a habitation for bats and swallows.

No. 6 have voted to themselves a new house, a fine location, and a tax sufficient to complete the whole, and make it an ornament to the wealth, industry and enterprise of the inhabitants.

RESOURCES.

The funds at the disposition of the School Committee amounted to \$1,470 28, which were derived from the following sources :

Register Tax,	-	-	-	-	-	-	\$18 72
State Appropriation (old),	-	-	-	-	-	-	810 67
" " (new),	-	-	-	-	-	-	310 89
Voted by the Town,	-	-	-	-	-	-	330 00

Total,	-	-	-	-	-	-	\$1,470 28
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And was apportioned among the several districts, March 7th, according to chap. 66, sec. 14, 15, 16, and 23, of the Revised Statutes ; and subsequently, orders have been granted to the treasurers of the several districts, upon the reception of their annual returns by the Clerk of the Committee, with exception of Joint District No. 7, with Richmond, which has made no report.

The whole amount of money raised by tuition bills in the districts, during the year, is \$582 64 ; amount for repairing school-houses, \$60 43 ; aggregate amount expended for the support of schools, \$2,113 35.

The subjoined table will show the proportionate average of attendance, and the manner in which the funds have been appropriated.

Respectfully submitted :

GEO. H. OLNEY,	}	Committee.
O. B. IRISH,		
B. P. LANGWORTHY, 2d,		

Hopkinton, May 24th, 1860.

EAST GREENWICH.

The School Committee of the Town of East Greenwich, respectfully presents the following Report of their transactions for the past year, ending May, 1860.

The amount of money placed at our disposal for Public School purposes, from all sources, was \$1,380 12; viz:

From the State.....	\$739 12
From Town Appropriation.....	400 00
Income of Maxwell Fund.....	137 00
Registry Taxes.....	114 00
	<hr/>
	\$1,380 12

Divided according to the law, and the order of the Town, this sum gave to

District No. 1, \$697 09	District No. 4, \$150 40
District No. 2, 157 64	District No. 5, 164 79
District No. 3, 217 97	

During the last summer, schools were kept in all the Districts, about four months. The school on District No. 1, was under the direction of the Trustees, but as there was no public money for the maintenance, no bill was presented to the Committee, and no return made. There were two female teachers, a tax of one dollar per scholar for the term, paid them for their services, and no child was refused admittance from inability to pay the rate bill.

In Districts 2, 3, 4 and 5, the terms averaged about fifteen weeks, at an expense of \$4,68 per week; whole attendance, 53 boys, 68 girls, average daily attendance 54.

	Weeks.	Boys.	Girls.	Average.	Cost.
In District No. 2, -	14	12	10	15	\$4 50.
In District No. 3, -	16	26	15	15	5 00.
In District No. 4, -	15	14	12	15	4 25.
In District No. 5, -	16	13	17	13	5 00.

Through the winter, schools have been kept in all the Districts four months.

In District No. 1, the school has been divided into three departments—the Primary, the Intermediate, and the Grammar schools, under the management of three teachers and an assistant. Whole number of scholars 255: boys 125, girls 130—average daily attendance, 189. Teachers wages \$111 per month. Whole expense of Winter term of four months \$522.

With the balance of the money belonging to this District, the school was continued two months longer under the same teachers, by taxing each scholar at the rate of one dollar for a term of twelve weeks.

In District No. 2, the Winter school was kept four months; whole number attending 23 boys, 8 girls—total 31. Average daily attendance 18; cost per month for teacher's wages \$24 50.

In District No. 3, four months, 27 boys, 25 girls—total 52. Average daily attendance 34; cost per month for teacher's wages \$26 00.

In District No. 4, four months 25 boys, 9 girls—total 34. Average daily attendance 23; cost per month \$20.

In District No. 5, four months 22 boys, 14 girls—total 36. Average 23; cost per month \$20.

There remains in the treasury sufficient money to keep the Summer schools in the country Districts for three or four months.

The income from the Maxwell Fund, will be considerably smaller this year, than it has been before, owing to the failure of the Arcade Bank to make a dividend in January. The fund consists of twenty-four shares in the Bank of North America, and twenty-five shares in the Arcade Bank, and has been lessened in the amount of \$625 by the depreciation in the stock of the last named Bank. The loss here will be more than made up for this year, by the large amount of Registry Tax, which has been paid into the treasury, but not yet appropriated.

In the hope that the same liberal appropriation from the Town

Treasury may be continued, and that an increasing interest in the welfare and prosperity of our Public Schools, may be felt by the parents and a full appreciation on the part of the children, of the advantages and privileges which are so generously bestowed upon them.

Your Committee respectfully submit the foregoing Report.

JAMES H. ELDRIDGE, Clerk.

NORTH KINGSTOWN.

To the Citizens of the Town of North Kingstown :

The School Committee of the Town of North Kingstown, pursuant to the requisitions of the School law, present their annual Report :

The Committee was organized after the annual election in due season, and the public money received from the Town and State for the support of public schools, was divided and apportioned among the Districts.

The schools have been kept the time required by law, in all the Districts, and some of our rural Districts will avail themselves of a short Summer term.

Your Committee have pursued the same course that they adopted last year, in relation to visiting the several schools, viz : That each member of Town's Committee should take upon himself the duty of visiting one or more schools at the commencement, and again before the close of the term, and thus save the expense of employing an individual to attend to that important duty. The requisition has been promptly complied with and the Report from the visitors of the several schools, have with few exceptions, been satisfactory. But their still remains the lamentable neglect on the part of parents, of visiting the schools and by so doing dis-

couraging both pupil and teacher in their work. Without the co-operation of parents, teachers can do comparatively little. In this connection we would express our thanks to the Trustees of the several Districts for the interest and care which they have bestowed upon the schools under their supervision, well knowing that we are indebted somewhat to them for the *good order wherever it has prevailed*.

The amount of money applied for the support of public schools in our own town during the past year, is \$1,889,30 and was distributed among the Districts according to law. The money was derived from the following sources,

From the State	-	-	-	-	-	\$1,255 60
From the Town	-	-	-	-	-	450 00
From Registry Taxes	-	-	-	-	-	183 70
Total	-	-	-	-	-	<u>\$1,889 30</u>

Your Committee would most respectfully solicit the same or an increased amount on the part of the Town for the support of public schools.

All which is most respectfully submitted.

A. M. THOMAS, Chairman.

BARRINGTON.

The School Committee of the Town of Barrington, having attended to the duties assigned them, respectfully submit their Annual Report.

Our schools have all been subject to changes of teachers, and some of them more so than seemed desirable. All of them too have had some troublesome cases of discipline, which terminated favorably on the whole, though to the injury of individuals. It is to be regretted that some teachers are so lax in government, or

lacking in other respects, as to leave a bad state of things for others, rendering it difficult for their successors to maintain good order and habits of application to study. Thus pupils complain that their teacher is severe, enforcing rules not formerly applied, and parents, perhaps, somewhat sympathize with the complaint, invidiously affecting individuals and the school. On the other hand, some who are "apt to teach," have a violent habit and disrespectful demeanor, which greatly abridges their influence for good, to say the least. The tendency is to alienate and disgust, without subserving any proper purpose of authority. While therefore we hold it essential, absolutely so, to have good government maintained in every school, and countenanced by every parent and patron, we are no less desirous that rightful authority be kindly exercised, and always within the bounds of discretion.

The different Districts have had various experience during the year. The school in District No. 1 had a female teacher 20 weeks in summer, and a male teacher 14 weeks in winter, each leaving the school in advance of what it had been before. The number of attendants, nevertheless, has been in both terms less than would have been desirable.

District No. 2 has employed several teachers during the year, all females, two of whom have been successful, including the last. One who had been in the service considerable time, and highly appreciated, was constrained to resign on account of ill health. The last one in charge also has the confidence of parents, and the affection of pupils, and will still be retained. At the closing examination, great interest was manifested on the part of friends, who were delighted, among other things, with musical exercises.

District No. 3 employed a female teacher for the summer term, and a male in winter. The first appointment for the last session was unfortunate, and was soon brought to an end. Next came a young man, firm and faithful, and suited to the work, who succeeded amid difficulties in carrying the school to a prosperous issue.

Thus, all our schools, we think, are in a condition of promise rather more favorable than heretofore. Continued care to obtain good teachers, searching seasonably for the most competent that can be secured, and then affording them all needful encouragement in the form of compensation, and friendliness, and

assistance, will be likely to bring still better reports from your School Committees in future years.

Increased appropriations, whenever the Town or the Districts shall feel able to make them, will by no means come amiss. What more important than that the course in our community be continually progressive in the right direction? Let the young be incited to greater punctuality and studiousness, and obedience at school, with the assurance that such is the way to be wise, and useful, and beloved, and happy. Let school rooms be supplied with maps, and time-pieces, and other needful apparatus—with a comely coating of paint or paper—and with such specimens of pictures or statuary as public or private generosity may prompt—and with efficient teachers, they will become attractive more and more. Besides, a little choice shrubbery, and a few flower-beds around the house, for female hands to train and cultivate, would be a source of interest, and of occasional employment at recess, which would improve both the appearance of the place, and the taste of the pupils.

By reflection we shall perceive various methods, by which, without great expense, important advantages may be rendered to our schools. While our worthy Commissioner is using his influence and his industry to raise the tone of public sentiment in favor of this cause throughout the State, and the government affords such facilities for doing it, let us not be lacking in cordial co-operation to the same effect.

Statements of expenses, and other statistical items are hereto appended.

The school in District No. 1 was kept 20 weeks in Summer, at an expense of \$80 00; whole number of scholars, 27; average 20.

In the Winter the school was continued 14 weeks, at an expense of \$126 00; whole number in attendance, 35; average, 29; cost of fuel, &c., for the year, \$14 00; total, \$220 00.

The school in District No. 2 was taught 25 weeks in Summer, at an expense of \$150 00; whole number of scholars 39; average 33. In the Winter it was held 14 weeks, at an expense of \$91 00; whole number in attendance, 45; average, 37; cost of wood, &c., for the year, \$22 92; total 264 48.

The whole amount therefore expended for schools the past year, is \$674 32. Furnished by the Town and State \$565 03.

All which is respectfully submitted.

FRANCIS HORTON,
ALLEN J. BROWN,
BENJAMIN MARTIN,
J. A. WHEATON.

TIVERTON.

The School Committee for the Town of Tiverton, in accordance with the civil statute of this State, present their Annual Report, as follows :

The Committee held their first meeting at the Town Hall, on the day of their election, and after being duly engaged, organized by appointing E. Gray, Jr., Chairman, and I. C. Manchester, Clerk.

By reference to the following table, will be seen the manner in which the School money (both State and Town appropriations,) has been divided the past year.

STATE FUND.				TOWN MONEY.			
Town's share of \$15,000.....\$466 82				Town tax.....1,000 00			
" " 35,000.....622 41				Registry tax.....41 06			
Total.....\$988 78				From Printing Fund.....2 00			
				1,043 06			
				Less, for Printing Report.....20 00			
				\$1,023 06			
NAME.	Average Attendance.	DIVIDED EQUALLY.	$\frac{1}{2}$ Equally. $\frac{1}{4}$ Average attendance last yr.	\$261,205 00	\$761,845 00	WHOLE AMOUNT DUE EACH DISTRICT, BOTH TOWN AND STATE FUND.	
				DIVIDE SAME AS STATE MONEY.	Divided equally according to vote of town.		
1 Four Corners.....	35 5	38 86	58 42	26 70	63 49	\$182 47	
2 Brown.....	24	38 86	43 16	21 58	63 49	167 09	
3 Bridgeport.....	33 5	38 86	51 04	25 82	63 48	179 80	
4 Osborn.....	16	38 86	36 04	18 02	63 48	158 40	
5 Gardner.....	17 5	38 86	37 86	18 69	63 48	168 89	
6 Fish Road.....	20	38 86	39 59	19 80	63 49	161 76	
7 Eagleville.....	31 5	38 86	49 84	24 98	63 49	177 12	
8 Bliss.....	19 5	38 86	39 16	19 56	63 49	161 09	
9 Manchester.....	14	38 86	34 24	17 13	63 49	168 72	
10 Crandall.....	34	38 86	52 07	26 00	63 49	180 42	
11 King.....	31	38 86	49 41	24 70	63 49	176 46	
12 Neck.....	16 5	38 86	36 47	18 24	63 49	157 06	
		\$466 82	\$522 41	\$261 20	\$761 84	\$2,011 78	

The liberal appropriation made by the Town the past year, has enabled most of our schools to be continued a proper length of time, without having to resort to rate bills, or district taxation—a resource very desirable to be avoided. We consider the appropriation, however, nothing more than *fair* and *just*, as anything less will greatly tend to deteriorate our school operations; therefore we earnestly recommend a similar appropriation for the ensuing year.

Your Committee submit a somewhat detailed account of each school, and teacher, as follows:

DISTRICT No. 1—FOUR CORNERS.

Summer Term. The Summer Term of this school was taught by Miss Irene P. Borden, a very successful teacher. The house was always neat; the pupils appeared interested; the school well, though mildly governed, and very thoroughly taught. Length of term, 5 months. Registered 43. Average attendance, 33.

Winter Term. E. Gray, Jr., Teacher. The teacher of this school has been a member of the Committee the past year, thus occupying a position which renders it unnecessary for him to speak of his own qualifications or ability to have the supervision of a school. Suffice it to say, that possessing the esteem and confidence of his pupils, he was able to secure their earnest efforts, and met with his usual success. Length of term, 3 7-10 months. Registered 56. Average attendance, 48.

DISTRICT No. 2—BROWN.

Summer Term. This school was instructed during the Summer term by Miss Susan A. Manchester, of this town. Miss Manchester was qualified for her position, and we think the school prospered under her care. Length of term, 4 months. Registered 31. Average attendance 23.

Winter Term. For the Winter Term the District engaged the services of I. C. Manchester, (a member of the Committee.) We therefore deem it proper to let others judge of his ability and success. Length of term, 4 months. Registered 34. Average attendance, 28.

DISTRICT No. 3—BRIDGEPORT.

The teacher employed in this District for the Summer Term was Miss Sarah W. Howland, of this town. Miss Howland seemed

to manifest a marked degree of interest in her school, and labored very assiduously to promote the interest of the children committed to her care. We consider her a good teacher. Length of term, 5 1-2 months. Registered, 56. Average attendance, 38 1-2.

Winter Term. The services of Mr. Peleg Almy were secured to this District for the Winter Term. Mr. Almy is a teacher of much experience, and possesses many of the requisites so desirable in every good teacher. His labors in this school, we believe, were attended with his usual degree of merit and success. Length of term, 3 1-4 months. Registered 49. Average attendance, 39.

DISTRICT NO. 4—OSBORN.

This school was taught both Summer and Winter by Miss Emeline B. Orswell. Her literary qualifications are good, and she was very zealous in imparting instruction. In short, the Committee think this young lady rightly understands and duly appreciates the office of teacher. Length of term, 5 months. Registered 16. Average attendance, 14. Length of Winter Term, 4 17-20 months. Registered 26. Average attendance, 22.

DISTRICT NO. 5—GARDNER.

This school was taught in the Summer by Miss Fannie M. Corey; and as far as we know, a very general satisfaction was given in the District. This being a small school, we expected to see great progress. And our expectations were fully realized. This teacher possessing in a high degree the confidence and esteem of her pupils, was able to secure their earnest efforts, and a cordial compliance with her wishes. The example which she set before her pupils, and the moral instruction given, was salutary. Length of term, 4 months. Registered 20. Average attendance, 14.

Winter Term. Mr. Job G. Robinson was the teacher of this school during the Winter Term; but it was not taught with that mildness which was characteristic of the preceding term. Mr. Robinson is an active teacher, and would have made himself more useful here, had he received the hearty co-operation of the outward agency. The co-operation of parents with teachers is absolutely essential to a good school. Length of term, 2 13-40 months. Registered 26. Average attendance, 21.

DISTRICT NO. 6—FISHVILLE.

Miss Alice D. Manchester was employed as teacher for the Sum-

Term of this school. Not having been informed of the time opening and closing of this school, the Committee were not able to visit it but once during its session, and therefore are not able to judge of its merits as fully as is desirable in order to render a just report. Length of term, 3 months. Registered 25. Average attendance, 15.

Winter Term. The Trustee of this District engaged Mr. T. A. Francis as teacher for the Winter Term. The Committee think the selection of Mr. Francis was a good one, and that he labored with untiring zeal and energy to the accomplishment of much good. His school was quiet and orderly, and made commendable progress while under his care. Length of term, 3 2-5 months. Registered 35. Average attendance, 26.

DISTRICT NO. 7—EAGLEVILLE.

This District secured the services of Mrs. Sarah C. Robinson, who we are glad to say, taught both Summer and Winter terms, with good success. We were much pleased with the good order which prevailed in this school, and also the disposition for study manifested by many of the pupils. Length of term, 4 months. Registered 37. Average attendance, 26. Length of Winter term, 4 1-4 months. Registered 43. Average attendance, 34.

DISTRICT NO. 8—BLISS.

The Summer Term of this school was taught by Mrs. Lydia S. Bliss. Not being properly notified of the close of the school it was not visited during the latter part of the term; consequently we are not prepared to judge of its advancement. Good order and good attention to studies were observed on our visit at the first part of the term, and we believe good satisfaction was given to the District. Length of term, 3 1-2 months. Registered 39. Average attendance, 21.

Winter Term. Mr. Willard W. Slocum, of Westport, Mass., taught the Winter Term. This is the third term Mr. Slocum has taught school in this District. His labors, we believe, were attended with his usual success. We know of no dissatisfaction in the District.

DISTRICT NO. 9—MANCHESTER.

There was no Summer school in this District, for want of a suitable house. We are much gratified, however, in being able to

state that the District has at last complied with the reasonable requirements of the Committee, and erected a new, large and convenient school house, on a very good and well fenced lot. The services of Luther D. Kidder were secured as teacher for the Winter Term. This gentleman is a teacher of much experience, and having been reported several times in this town, we deem it unnecessary to say more than that we think he sustained his previous reputation as a teacher. Length of term, 4 1-2 months. Registered 36. Average attendance, 25.

DISTRICT No. 10—CRANDALL.

Both Summer and Winter terms of this school were taught by Miss Sarah N. Gray. This, we believe, was Miss Gray's first attempt at teaching; yet she succeeded well, and evinced those qualities which characterize a good teacher. The school was large during the Winter term, yet quietness and good order prevailed, and a very commendable progress was made during this, as well as the Summer term. Length of Summer term, 5 1-4 months. Registered 47. Average attendance, 31.

DISTRICT No. 11—KING.

Miss Ann M. King taught the Summer Term of this school, with but partial success. We do not mean to attribute this want of success wholly to the teacher, however; for a want of co-operation on the part of parents is a serious obstruction to the success of any teacher. The want of a good blackboard is another serious impediment to success. The people of this District must provide what the teacher and scholars emphatically need, and work with the teacher, or they need not expect a good school, even though they procure the most thorough and efficient teachers. Length of term, 5 months. Registered 37. Average attendance, 20 1-2.

Winter Term. The Winter term was taught by Miss Susan A. Waterman, of Fall River, Mass. Miss Waterman is a teacher of some experience; labored faithfully in the discharge of her duties, and succeeded as well as could be expected under the circumstances. We believe entire satisfaction was given throughout the District, and we do not hesitate to place Miss Waterman's name on the list of good teachers. We would here again remark that the want of a good blackboard is keenly felt by the teacher who labors assiduously for the greatest advancement of the school. The

school house is unfit for a Winter school, in its present condition, children cannot be expected to make much advancement with rattling teeth and frozen feet. Length of term, 4 months. Registered 46. Average attendance, 33.

DISTRICT NO. 12—NECK.

Mary E. Gray, Teacher. This school was taught by a young, energetic and faithful teacher, well worthy of the confidence of the scholars and parents for whom she labored. Length of term, 6 months. Registered, 13. Average attendance, 10.

Winter Term. **Joshua T. Durfee, Teacher.** Mr. Durfee, though young in his profession, evinced an aptness to teach, though wanting, perhaps, in vigor of administration. His term, upon the whole, was a prosperous one.

The schools in Districts No. 8, 10 and 12, being yet in session, accounts for the deficiency in the report.

In conclusion, the Committee return their thanks for the honor conferred upon them, and hope their successors in office will be more worthy benefactors to the public good—more zealous workers in the cause of education.

E. GRAY, JR.,	} School Committee.
J. C. MANCHESTER,	
C. R. HICKS,	

LITTLE COMPTON:

The School Committee having attended to the duties assigned them, present the following as their report.

Each school in town has been visited twice each term—some of them more. The whole number of visits to the ten schools during the year is about fifty. It is believed that the trustees in the several Districts have been quite as successful as usual in their selection of teachers.

DISTRICT No. 1.

The school in this District was taught in the Summer by Mary O. Simmons, and her first effort as a teacher, and in the Winter by Mary E. Thompson.

A spirit of insubordination and other kindred elements of disorder troubled this school during the year. The number in attendance during the Summer was small, and the school, especially during the latter part of the term, was subject to outside annoyances tending to direct attention from the proper business of the school-room, and, of course, to hinder success. The Winter school was larger, and embraced a larger proportion of the elements required to make a good school. And Miss Thompson's experience and skill as a teacher gave her some advantage in overcoming the hindrances to success. Very fair progress was made in the several branches of study, but much less than might have been, had all in the school been disposed to co-operate with the teacher. A few individuals, or *one even*, coming into the school-room, with no wish or purpose to improve, can do great injury to a whole school. The exclusion of such, if they cannot be reformed, is essential to the welfare of the school. Expulsion became necessary in the case of one in the Winter school in this District, after his misconduct had been borne with much long-suffering.

DISTRICT No. 2.

The school in this District was well taught and kept under good discipline during the year,—in the Summer by Martha W. Bartlett—in the Winter by Abbie H. Manchester. Order was secured in the Winter school by the interest felt in study. The pupils generally were too busy, in the appropriate work of the school-room, to attend to anything else. Arithmetic was studied in a way to secure a wholesome mental discipline. Pupils were encouraged and disposed to conquer difficulties for themselves—to find out the solution of perplexing questions by patient study.

DISTRICT No. 3.

The Summer school in this District was taught by Peace C. Gray, and the Winter school by Jediah Shaw. The Summer school was quiet, orderly, industrious, successful. The Winter school was a full, working, earnest school, under the care of an experienced teacher who gave himself, with commendable fidelity, to his work.

ne zeal for progress could not fully expend itself during the six hours of the day, but occupied many of the evenings. Grammar, arithmetic and penmanship received special attention, with pleasing results.

DISTRICT No. 4.

The school in this District was taught in the Summer by Abbie Grinnell, and in the Winter by Horace M. Almy. This school is small in number,—its pupils generally pleasant, orderly and studious in their habits. Miss Grinnell is thorough and faithful in her mode of teaching, mild in her discipline, securing in a high degree the affections of her pupils. Mr. Almy taught during the Winter for the first time. Of course he would improve by experience. A greater degree of energy is desirable, both in his mode of teaching and in his discipline.

DISTRICT No. 5.

The school in this District has been taught during the Summer and Winter by Miranda Pearce, and has in a high degree answered the purpose of a district school,—happily illustrating the great advantage of having an efficient teacher, permanently employed. No time is lost by teacher and pupils in forming a mutual acquaintance. They understand each other the first hour. The pupils know what to expect of their teacher, and the teacher knows what to demand of the pupils, and how to secure it.

DISTRICT No. 6.

The Summer school in this District was taught by Sarah J. Leonard, the Winter school by Isaac D. Manchester. There was some lack of energy in the instruction and discipline of this school, during the year. This was more especially manifest during the Winter. The manner of reading and spelling was careless. Some of the more advanced and capable members of the school, confined themselves almost exclusively to the study of arithmetic, and with less progress than they would have made, had they taken up other branches. This is one of the largest schools in town, embracing an amount of talent that should be developed under the influence of thoroughly qualified, accurate and earnest teachers. The pupils should not be left to suffer for want of variety of employment.

DISTRICT No. 7.

The school in this District was taught in the Summer by Mary V. Gifford, and in the Winter by Edward C. Bailey. The Summer school, though small in numbers, made some progress. Mr. Bailey made his first attempt as a teacher, and considering his youth and inexperience, made a very good beginning. The older members of the school seemed disposed to co-operate with the teacher, and presented to the others a good example of order and industry. A better school-house is very much needed in this District.

DISTRICT No. 8.

The school in this District was taught in the Summer by Abbie H. Manchester, and the Winter by Henry M. Tompkins. The services of well qualified teachers were secured during the year, and they labored hard—and not without success. But the best teacher cannot make a school what it should be, alone,—without the co-operation of pupils and parents. The mind that *receives* instruction must be active as well as the mind that *gives* it. The younger portion of the school did well,—both in Summer and Winter. But with a few honorable exceptions, the older the pupils the less they seem to prize school privileges, and the less are they disposed to improve them. The disease which has long and grievously afflicted this school and hindered its success, is indifference. Its symptoms are inconstancy and tardiness in entering the school-room, and a lack of order and diligence while there. It is to be hoped that some mode of treatment will be applied soon that will cure this disease, and restore this school to a healthy and prosperous state. It embraces talent enough, if rightly used, to make it a school of the first class.

DISTRICT No. 9.

The Summer school in this District was taught by Emma C. Brownell, the Winter school by Sarah J. Leonard. In her first effort as a teacher, Miss Brownell was very successful, both in teaching and discipline; securing the affections of her pupils and giving general satisfaction in the district. In the Winter school there was some lack of energy in discipline and of thoroughness and accuracy in instruction.

DISTRICT No. 10.

The school in this District has fully maintained its high reputa-

on, during the year. It was taught in Summer by Mary E. Thompson, and in Winter by James E. Hall. In the Summer and Winter schools, teachers and pupils labored together harmoniously and earnestly, and with very happy results. This school has a good name, which we hope it will never lose.

The whole number of pupils registered in our several schools during the Summer was 237; in the Winter, 291. Average attendance in Summer, 171; in Winter, 229.

The best average attendance during the year was in District No. 5. In most of the Districts the average attendance has been fair,—and many pupils have manifested commendable zeal to be present, punctually, every day and half-day. The only new text books authorized during the year are Warren's geographies and Greene's grammars. The great thing demanded for the improvement of our schools, is an increase of interest, on the part of parents and guardians, leading to earnest effort to secure the services of the best teachers, and to judicious and steady co-operation with them, in working out the best results. Every District should aim to secure the best teacher that can be had. The best is the cheapest. For a poor school, that does not in any tolerable degree answer the end of a school, is worse than none—is a positive damage to any community. The money expended for such a school is worse than wasted. It is better economy to pay a high price for an article that is worth the money, than to pay half-price for what is worthless. It is far better for any District to have a good school for two or three months, than to have a poor one for four or five months, or a whole year. Indeed, the shorter the term of such a school, the better for all concerned. And it is very desirable that the services of a good teacher, when secured, should be continued, term after term, in the same school. Frequent change of teachers is attended with serious injury. And if parents and guardians would have the public school answer the best purpose, they must co-operate with the teacher, by securing the regular and punctual attendance of children, and by encouraging them, in all proper ways, to pursue earnestly the great end for which schools are established and maintained. One of the ways, in which such encouragement can be most effectually given, is by frequently visiting the school. The best schools in this town,—and in every town—are those in which parents and guardians show

the deepest interest and which they most frequently visit. Such visits to the school-room afford a healthy stimulus both to teacher and pupils. They make the impression that the school is regarded as a matter of some importance, that they have some proper care for the education of their children—that they feel some solicitude about the profit to be derived from their investment in the District school. And yet this duty of parents and guardians is sadly neglected. Men who would not think of leaving their colts, or calves, or lambs, or fields, to the care of a servant, without looking after them often, never go the school-room, to look after the servant who has the care of their children. This ought not so to be. And so long as this continues to be, the most liberal appropriation of funds and the most faithful labors of teacher and committees, will fail to render our common schools what they should be.

In behalf of the Committee,

N. BEACH, Chairman and Visiting Committee.

NEW SHOREHAM.

To the Town Meeting of the Town of New Shoreham, April 11th, 1860.

Pursuant to the requisitions of the School Law, present this their Annual Report.

The Committee was organized after the Annual Election, in due season, by the appointment of Wm. M. Rose, Chairman, and Samuel Allen, Clerk.

Moneys received and used for the support of Public Schools the past year, came from the following sources:

Received from the State	.	.	.	.	.	\$563 61
“ by vote Town	.	.	.	.	.	184 65
Registry Tax	.	.	.	.	.	2 48
Amount	.	.	.	.	.	\$750 74

Which was apportioned as the Law directs, to the several Districts as follows :

District No. 1, \$152 50	District No. 2, \$148 37
District No. 3, 148 37	District No. 4, 150 00
District No. 5, 151 50	
Amounting to	<hr/> \$750 74

There has been public schools kept in all of the districts in said Town, from six to eight months, during the past year, by there being a balance remaining in the Town Treasury unexpended last year, and by imposing a tuition Tax.

It appears very evident to your Chairman, who has visited the different schools the past year, that they are gradually improving, with the exception of District No. 2, owing to the difficulty that has been familiar in that school. I cannot perceive any marked improvement, yet there is a great opportunity for still further improvement in all the schools.

DISTRICT No. 1,

Had two Public Schools in Summer Term. Summer Terms, Miss Mary E. Stanton, Giles H. Peabody, Esq. Winter Term, Miss Kate S. Stanton.

Through the enterprize and devoted efforts of the teachers, and a willingness manifested by the pupils, no one can fail to see under the judicious management, the schools have made good progress, although the winter term closed sooner than was designed, by the teacher being called away on account of sickness. She is a faithful teacher, and carries with her the esteem and best wishes of parents and children.

DISTRICT No. 2.

Summer Term by Miss Louisa Willis. Winter Term by Giles H. Peabody, Esq.

The Summer Term was taught to the satisfaction of the district and committee, who found it under good discipline, and in a state of mental and moral advancement.

Winter Term was kept by an experienced teacher, who appeared to labor earnestly to promote and advance the school, but there was a few restless spirits who labored to destroy all good

results likely to flow therefrom. Such, in part, is the story of the Winter Term ; Mr. Peabody accomplished all that could be expected under the circumstances. If some of the parents would pay less attention to the complaints, and more to the conduct of their children, and furnish them with necessary books, visit the school, encourage their children and teacher, this school would easily be made one of the best in Town.

DISTRICT No. 3.

Summer and Winter Terms, by Miss Mary E. Sheffield, who is an experienced teacher, has taught several terms, and by her lady-like deportment has exercised a good influence over her scholars. She is a teacher of superior attainments and moral worth, and her exertion in behalf of the school, has been crowned with success. The advancement has been gratifying to the committee. the teacher displaying many excellent points which are sure to make a good instructor. The school is among the most pleasant in the Town, and is an honor to the district.

DISTRICT No. 4.

Summer and Winter Terms, by Miss Sarah E. Gavit. This school is large, numbering eighty scholars in Winter term. House rather small ; and the crowded condition makes the labors of the teacher, under such circumstances, very difficult. Much credit is due Miss Gavit, for the interest exhibited in her school. The advancement has been gratifying. Should this school continue under its present successful teacher, who labors patiently and ardously for the benefit of her pupils, and is only to be known to be highly prized. A school thus managed can never fail to prosper, and prove a blessing to parents and children.

DISTRICT No. 5.

Summer Term, by Miss Mary Card. Winter Term, by Jesse Ball, Esq.

Miss Card succeeded very well, and the scholars made good improvement. This school is in excellent order. Miss Card not only satisfied the committee, but parents and scholars unite in awarding her much praise.

The Winter Term, by Mr. Ball, a gentleman of considerable experience, who devoted himself to the labors of his school, in such manner as to produce the very best results.

SCHOOL HOUSES.

Each district house is in good condition, and well furnished with black-boards, maps, dictionaries, and other necessary fixtures.

RESPECT FOR TEACHERS.

Your Committee solicitous for the welfare of the schools and of the youth, deem it important to make some further suggestions.

Disturbances in schools and difficulties with teachers, have occurred in some instances during the past Winter. These may be attributed in a great measure to the want of respect, and the unjustifiable interference of parents and others of the district, with the rights and duties of teachers in the government of their schools, and to the want of the proper exercise of parental authority and discipline at home.

If these things are to be repeated and persisted in, it requires no prophetic spirit to perceive that it will be impossible to maintain order and subordination in the schools, and they will become nurseries of insolence, disorder, rowdy and ruffianism.

If boys, or young men as they consider themselves, are to be allowed to form conspiracies against their teacher, to insult, provoke, and try him in various ways, to disobey orders and return insolent answers when required to perform duty or obey prescribed rules, and to be upheld in this opprobrious conduct by their parents, then are we training up men to be contemners of law and disturbers of the public peace.

UNIFORMITY OF BOOKS IN OUR SCHOOLS.

It is objected to here frequently that the books are changed too often, at a great cost and expense to the parents and guardians of the scholars. You will here allow the Chairman of your Committee, to say that in some of our schools the scholars have not had their books changed for a number of years, for some of the books, or parts of books, now in use, bear the imprint of many years gone by, and certainly appear (what is left of them) as if they had seen neither day of rest nor night of idleness. The variety of books used in our schools, especially arithmetics and geographies, now in use are detrimental to the progress and advancement of the schools. What then can be done to secure at once

economy to the parents in the expense of buying books and securing uniformity of authors and editions in the schools.

The method that suggests itself to your Chairman, is for this Town to secure the services of a School Committee, firm, intelligent, judicious, and thoughtful, and to continue them in office from year to year, paying them for their services and giving them instructions to secure uniformity of books in all the schools of the Town, and also instructing them not to make or allow any change in the books they may select without a vote of the Town, until the books have been in use at least five years. This would be a great step in the right direction, and would add vastly to the efficiency of our school system.

FOR THE ADVANCEMENT OF PUBLIC SCHOOLS.

In order to receive the benefit of the money appropriated for the use of public schools in this Town, there should be some measures taken to reduce the number of pupils in the several schools by a re-division of the districts, and building of more school houses, or by establishing a select school in the central part of the Town, for the larger or advanced scholars of each district; by adopting the latter, it would reduce our common schools to a proper or reasonable number in each district. There were in the five districts by the returns of 1859, three hundred and sixty-six pupils attended school, making an average of seventy-three scholars to each school, which is a larger number than our district houses can suitably accommodate, or any one teacher can do justice. Therefore we respectfully recommend to the inhabitants of the Town, to take into consideration the matter and promptly adopt such measures as in their judgement deem proper, for the advancement of our intelligent youth.

CONCLUSION.

Whether the people coincide with these views, I cannot say, but I am quite confident that the public mind should lean in that direction, and that sooner or later we shall generally come to the conclusion that a more effectual supervision is essential to securing the greatest possible good from the money appropriated. Hoping that our citizens may be encouraged to press forward and secure a place for the rising generation in the front rank of the

noble army, which proposes to establish the reign of intelligence and virtue in every human habitation.

Respectfully submitted in behalf of the Committee.

S. ALLEN,	} Committee.
E. SHEFFIELD,	
WM. S. MOTT,	
N. LITTLEFIELD,	
WM. M. ROSE.	

WILLIAM M. ROSE, Chairman.

FALL RIVER.

At the last annual Town meeting it was voted, that the School Committee should consist of six ; and that one person should be elected from each District. In accordance with that vote, the following persons were elected, viz :

District No. 1,	- - -	Christopher Borden,
District No. 2,	- - -	Elihu Grant,
District No. 3,	- - -	Nathan B. Earle,
District No. 4,	- - -	William Connell, jr.
District No. 5,	- - -	Charles F. Searle,
District No. 6,	- - -	John F. Chace.

In due time the Committee organized, appointing Elihu Grant, Chairman, and William Connell, Jr., Clerk.

Each member of the Committee was appointed a sub-Committee for visiting the schools in his own District, and to exercise special care over the same.

The regular meetings prescribed by law, have been held, and in addition thereto, the Committee have held frequent special meetings as the nature of their duties required.

The manner in which the Committee was constituted, rendered the discharge of its duties somewhat difficult. Four being ne-

cessary to form a quorum, it frequently happened that at the regular and special meetings, no business could be done for want of a sufficient number. The meetings of the Committee whenever the requisite number for the transaction of business could be obtained have been uniformly harmonious and pleasant; yet, in view of the necessary increase of labor consequent upon having a large Committee, it is suggested that in future that the School Committee be made to consist of three.

The schools generally have been prosperous during the past year. Greater care than usual has been used to obtain properly qualified teachers; and the Committee state with much pleasure that in this matter they have had the hearty co-operation of all the Trustees in the town. Thoroughly trained teachers are essential to the advancement of our schools, and both the Committee and the Trustees should continue that policy which will permit no others to have a place among us. Some of our schools are yet found with the labors of teachers who have held their present positions for a series of years, and with good results. Whenever a change has been necessary, the Committee have given preference to candidates from our State Normal School.

The Committee recommended that all candidates for situations as teachers in our town, should either prepare themselves by a thorough Normal School training, or show that they are already qualified to teach as successfully as those who have had the benefit of such instruction.

The annexed tables exhibit the amount of appropriations for the public schools, the sources from whence derived, the manner in which it has been expended, and the number of scholars in our schools together with their attendance.

TABLE No. 1.

					TOWN MONEY.	
Old State Appropriation.....					\$780 08	Town Tax...\$2,500 00
New State Appropriation.....					233 16	Registry Tax, 95 56
					\$1,013 19	\$2,595 56
Number of District.	LOCAL NAME.	Average attendance last year.	\$780 08	\$233 16	\$2,595 56	Total amount to each District.
			One half equally; One half in proportion to average attendance last year.	Divided equally among the Districts.	Divided by vote of School Committee	
1	Jenks.....	45	\$107 81	\$38 86	\$325 38	\$472 00
2	Third st. and Fourth st..	189	244 79	88 86	1,116 85	1,400 00
3	Stafford Road.....	26	89 73	88 86	147 41	276 00
4	Osborne street.....	45	107 81	88 86	503 88	650 00
5	Mt. Hope Village.....	84	144 91	88 86	406 98	590 75
6	Globe Village.....	21	84 98	88 86	96 16	220 00
		410	\$780 08	\$233 16	\$2,595 56	\$3,608 75

TABLE No. 2.

SUMMER SCHOOL.					WINTER SCHOOL.				ANNUAL STATEMENT.			
Number District.	Scholars regist'd.	Average attend.	Months of school.	Teachers' wages.	Scholars regist.	Average attend.	Months of school.	Teachers' wages.	Scholars regist.	Average attend.	Months of school.	Teachers' wages.
1	57	44	3 1-4	\$164 75	65	42	7 4-5	\$407 20	65	48	11 1-20	\$571 95
2	264	182	8	925 00	255	187	5 1-4	564 25	264	184	13 1-4	1,489 25
3	43	22	4 13-20	125 75	48	33	4 17-40	159 80	48	28	9 3-4	285 25
4	73	50	9	506 25	80	51	2 3-4	165 00	80	50	11 3-4	671 25
5	102	71	7 3-4	890 25	121	82	3 3-4	232 50	121	76	11 1-2	622 75
6	68	32	6	180 00	47	29	3	68 00	58	81	9	248 00
	597	401		\$2,292 00	616	424		\$1,591 25	686	412		\$3,888 25

M I D D L E T O W N .

Your committee respectfully report that they have met four times, according to law, and by sub-committees have visited the different schools in the town; that in accordance with the instructions of the town we have (as we believe harmoniously) effected a uniformity of books in all the schools; the sum of \$75 00 being divided equally among the districts was sufficient to defray in district No. 1, 15-20 or 3-4 the expense of the books supplied. In No. 2 from the fact that many of the scholars did not belong in the town, the committee thought best to retain the books as District property, having drawn books to the amount of \$10 50; there remains in the treasury \$4 50 to the credit of said District. In No. 3 the appropriation was sufficient to pay only 15-26th. In No. 4, 15-19th, and in No. 5 about 15-17th, but from some misunderstanding on the part of the committee-man, the books were not paid for by the scholars, and therefore by the consent of the trustees in said District the balance of \$2 25 was taken from the funds in the treasury of said District, and the books considered District property, which is recognized by the committee an impartial arrangement.

We suggest, that whereas the funds in the treasury to the credit of No. 2 will not be needed (from the fact that said school is fully supplied) and inasmuch as the appropriation by the town was intended as nearly as possible to benefit all alike; therefore it will be no more than right that said balance of \$4 50, be ordered to be paid to the trustees in No. 3, to be applied so that it shall benefit as equally as possible all those who attend that school, or be otherwise disposed of as the town may direct, for the benefit of the schools in the town. We further advise that the trustees in District No. 2, be instructed to hand out to such scholars attending the next term as belong in the town, such books as the teacher with him or them may think proper for them, and that said books

be considered the property of said scholars; and in case any remain they may be loaned to such scholars as may belong out of the town; and that such books be returned in the charge of said trustees, until taken up as above by the legal pupils of the District.

While the committee feel gratified by having been able to effect so desirable a result, in behalf of the recipients, we tender the thanks due the town for its co-operation, by which alone (perhaps) we were enabled to succeed.

We have apportioned the balance in the treasury from last year 2 cts, \$23 38 cts from registry tax, \$200 00 from the town, and \$387 71 from the State, a total of \$608 11 equally among the five Districts, making \$121 42 1-5 cts., to each.

We have divided the rent of the school land equally among the Districts No. 2, 3, 4 and 5.

We would urge again that the town would take an interest in the condition of the school in No. 2, and in some way better arrange that more scholars may attend, so that they may not as now be obliged either to employ a good teacher for a short time, or if holding longer, be obliged to engage such a teacher as will not command good wages.

We would again express a wish that better houses be provided, and if necessary the town be re-districted, making only four Districts if thought best, so that by building in new locations, the few scholars of No. 2 and the many of No. 3 be so distributed, that four good schools may be sustained.

For the Committee—

GEO. B. WEAVER, Chairman.

S. E. TILLEY,
J. H. WHITMAN,
ABEL SHERMAN,
BENJ. T. SEATEL.

JOHNSTON.

The School Committee of the Town of Johnston, respectfully report :—

That the School Committee met and organized, by electing J. W. D. Pike, Chairman, and Israel M. Bowen, Clerk, for the ensuing year. J. W. D. Pike was appointed a sub-committee, with power of substitution to examine teachers, and grant certificates in behalf of the School Committee, at any and at all times, when the Committee are not in session, and that all orders, given or drawn on the Town Treasurer, shall be signed by the Chairman of the Committee, and that the Chairman visit all of the schools in the town, or cause them to be visited by some suitable person or persons, according to law.

That the amount of money received into the treasury of the town for public school purposes the past year was two thousand thirty-seven dollars and forty-one cents, (\$2037 41) from the following sources :

State Appropriation,	-	-	-	-	\$1257 69
Town "	-	-	-	-	600 00
Registry Taxes -	-	-	-	-	178 65
Undivided of last year,	-	-	-	-	1 07
					<hr/>
					\$2037 41

And that the said sum was divided according to law.

That the schools have been visited during the year by some one of the Committee, and found to be in a progressive state generally.

One of the great difficulties is the irregularities in attendance

of the pupils, and the want of co-operation of parents and teachers, which if accomplished would be of incalculable benefit to our schools.

All of which is respectfully submitted by the Committee.

J. W. D. PIKE,
J. M. BOWEN,
STANTON J. SMITH.

Johnston, June 2d, 1860.

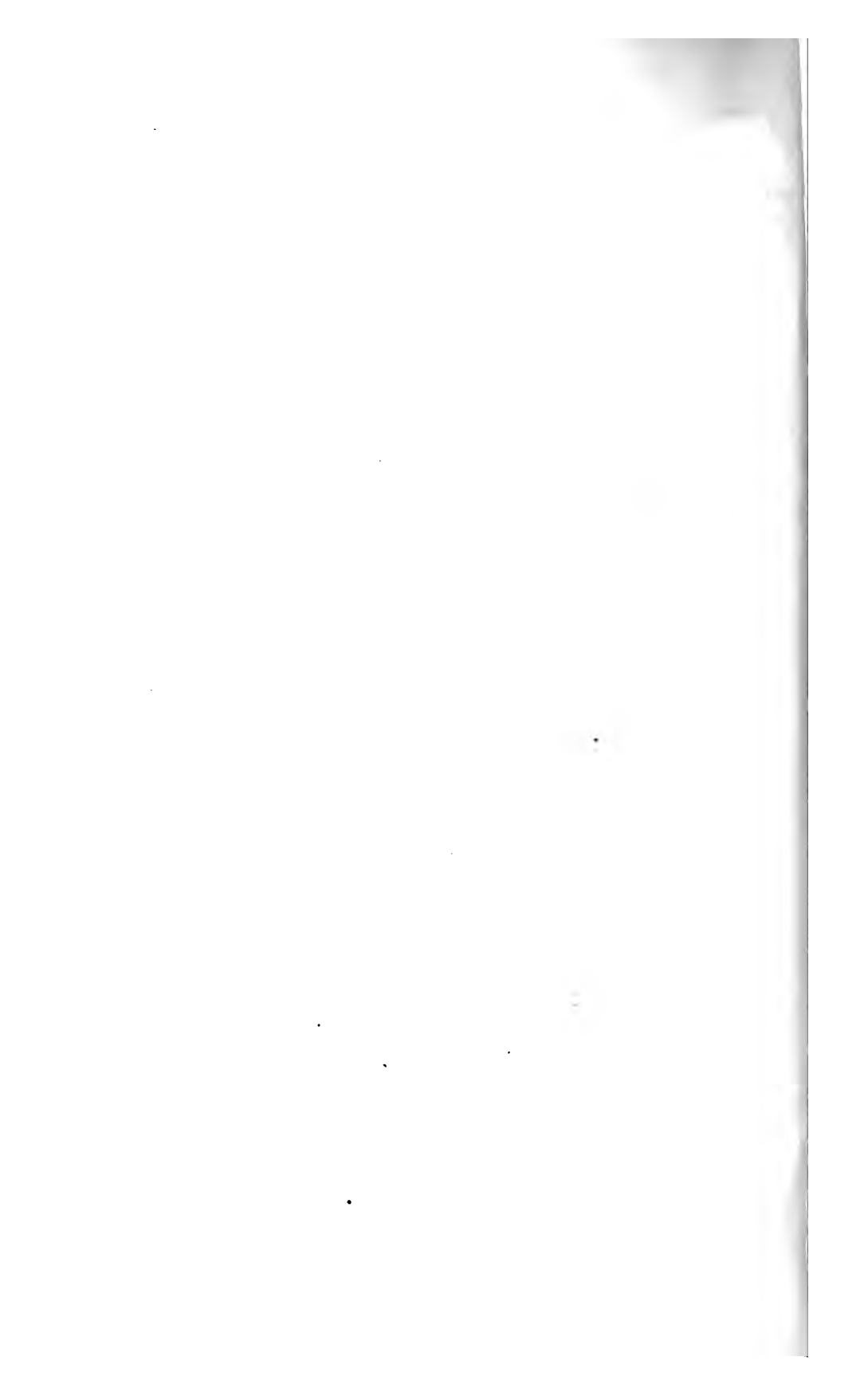
F O S T E R .

The School Committee of the Town of Foster, present this for their annual Report to the citizens in Town meeting assembled. The School Committee have met often this year, and have drawn orders *after dividing* to the several Districts for all of the public money but } \$390,31 that remains in the treasury. The schools are slowing improving in the opinion of the School Committee.

There has been no appeals taken and not many controversies for the School Committee to settle. All of which is humbly presented for your acceptance.

MOWRY P. ARNOLD, Chairman.

Foster, May 28th, 1860.



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SEVENTEENTH
ANNUAL REPORT
ON
PUBLIC SCHOOLS
IN
Rhode Island,

MADE TO THE GENERAL ASSEMBLY,

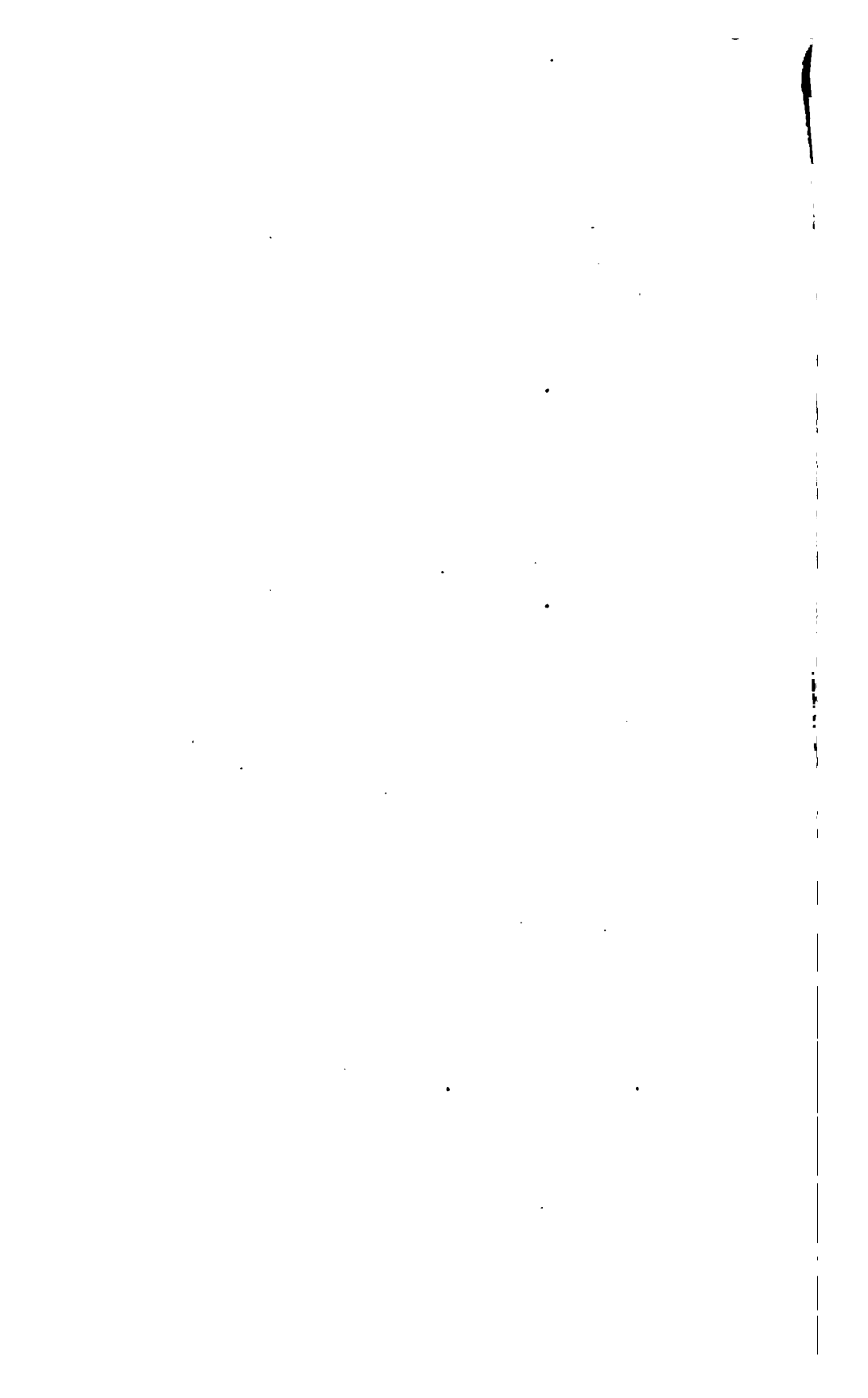
AT THE

JANUARY SESSION, A. D. 1862:

BY

H. ROUSMANIERE,
COMMISSIONER OF PUBLIC SCHOOLS.

PROVIDENCE:
COOKE & DANIELSON, STATE PRINTERS.
1862.



SEVENTEENTH
ANNUAL REPORT
ON
PUBLIC SCHOOLS

IN
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MADE TO THE GENERAL ASSEMBLY,

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ANNUAL REPORT

OF THE

COMMISSIONER OF PUBLIC SCHOOLS.

To His Excellency the Governor, and the Honorable the General Assembly :

GENTLEMEN :—

In conformity to the law of the State, I have the honor to present the following report :

During the last six months, a very large portion of my time has been devoted to an examination of the schools. More than three hundred visits have been made to different districts. It was my desire to be acquainted personally with the practical working of our system of public education. I have usually, when entering a school, requested the teacher to make no interruption in the usual order of exercises of the classes, preferring to watch the development of his peculiar plans. I have often, afterward, conducted an exercise in some particular branch in which I supposed that the school was deficient, and in which the teacher might be benefited by timely suggestions. I have, with three exceptions only, made remarks in the schools, pointing out the various ways of mental improvement ; the necessity of punctuality, order and obedience among the scholars ; and kindness, thoughtfulness and patience by the teachers. The friendly reception, every where extended to me by the teachers and committees in the several towns, demands my especial acknowledgment at present, and fills me with hope and encouragement for the future.

Still, while I witnessed much that I could conscientiously commend, I also perceived many things that I was obliged to condemn.

PRIMARY SCHOOLS.

There is a general delusion in many districts as to the qualifications of a primary teacher. Those teachers whose price is small, because their talents are moderate, are hired to the exclusion of others whose price is higher, because their talents are greater. A spendthrift might weigh out his gold in coarse scales, as if the precious ore were as cheap as old junk or iron; but no economical man would imitate such a senseless procedure. Shall the young minds of our state, more valuable than gold, be put under the control of those who are ignorant of the elementary sounds of the alphabet? ignorant of the simple rules of grammar? and in fine, so ignorant of the art of teaching, as to make every lesson repulsive to their little pupils.

The first point is to provide healthful and commodious school-houses. There are now far too many badly constructed school-houses in rural districts; the seats ill-arranged, with the scholars' backs against the cold walls; one end of the room heated by the stove to a torrid temperature, while the other is freezing into an Arctic rigor; and not a convenient place for the recitation of the classes. If such buildings were designed to mortify the pride of teachers, and wean the minds of children from too deep a love of the things of this world, perhaps it would be unwise to institute a change. If, on the other hand, the true end of education is to develop all the faculties of children in harmony with a sense of the right and the beautiful, then teachers and scholars should always meet in pleasant, airy, cheerful school-rooms.

It requires a nicer tact, more instinctive talent, to manage successfully a primary school than one of a higher grade. In the latter, the ambition of scholars, and the pride of parents, assist the learned instructor. In the former, the first traces are to be drawn on the unexercised mind of infancy; habits of thought are to be formed; attention is to be aroused to take its initial step; and the interior mental world is to be brought into the earliest contact with the external world; in short, the impressions, then stamped on a child, are the elements out of which he is to work the great problem of human life. A wrong direction then given to his mind may lead him upon a moral curve, forever bending from the line of truth and right.

The several faculties of the mind are not developed at the same time, and a true system of education must adapt itself to this philosophy, by presenting the right studies at the right age. To address a young child as a man, would be as fruitless as to attempt to govern a man as a child.

Memory is manifested at the earliest period. Imitation always rises early in the morn of life. By these two powers, the child learns to read. What an immense array of ingenuity, talent and tact, may be brought into action by a skilful educator of childhood, in drilling his classes in spelling and reading. Then he gives the first and most enduring instruction in posture and gesture ; in tone and pitch of voice ; in the graceful pronunciation of mingled vowels and consonants ; and in the sonorous enunciation of whole sentences. The teacher ought to be a living model, from which the young pupil is to take his first attempt at mental sculpture. The highest success of the schoolmaster can be gained only by constant, earnest, and thoughtful labor. When the teacher reads every sentence aloud with appropriate inflexions, he wakes the attention of his scholars, brings them into a tractable state, and by constant repetition creates in them a habit of correct and impressive reading.

READING AND SPELLING.

The main defects in our schools are, too much carelessness in the syllabication of words in spelling, and a general disregard of the rules of elocution in reading. These are evils — great evils — and need special attention. The rule is incorrect reading : the exception is correct reading.

Some advanced classes spell exclusively by writing the words on their slates. Were the time divided between oral and written exercises, an indelible impression would be stamped on the mind. Expertness is attainable only by the constant drill of the ear and the eye. Orthography reigns over a smaller realm of loyal subjects than it did thirty-five years ago. There are fewer correct spellers, among a given number of scholars, now, than there were two generations ago. The multiplicity of studies monopolizes the time of teachers and scholars, rendering each recitation too short.

In reading, there should be more of the will of the scholars called into play. Repeated investigations have convinced me that far too many scholars read the sentiments of an author without understanding, and utter the words without interest. A class should never be permitted to leave a lesson without comprehending its meaning, and some of its relations to the ordinary experience of childhood.

New and lively exercises should be adopted, to teach a more general application of emphases. The teacher should train his own voice, so as to be able to give his scholars vocal examples, appropriate for all kinds of reading.

The study of definitions is intimately connected with reading. The ordinary method of learning definitions, from a definer, is calculated to make superficial scholars. Memorizing from a good dictionary opens a deep mine of derivation and definition to an intelligent youth, while the modern mode seems like keeping him forever upon the surface of words. Another method may be occasionally resorted to, by the teacher, by giving a class twenty words, selected from the reading-lessons, to spell and to define, with an express reference to their individual signification in the several paragraphs; and to close by re-reading the lesson, omitting all the words defined, and substituting synonyms. Such an experiment not only cultivates memory, but assists in developing the reflective faculties.

An exact knowledge of words, acquired in childhood, will prevent many bitter disputes in manhood. Religious controversies often arise from an imperfect acquaintance with the meaning of certain important words.

Teachers could add to the interest of the reading exercise, by narrating explanatory anecdotes, drawing familiar illustrations on the black-board, questioning the scholars about the propriety of an author's sentiments, and occasionally inviting them to offer an improvement of thought or expression. An apt and natural reader is always a thinker. Hence, correct thinking leads to correct reading.

PARENTAL CO-OPERATION.

When one, entering a cotton factory, gazes at the new machinery, every wheel revolving with wonderful regularity, and every band rolling as if with an inherent sense of order, he naturally expects to find the looms yielding a large quantity of cloth, and of the best quality. He is astonished when he learns that the number of yards is small, and the quality bad. On further inquiry, he learns that the mischief was caused by parents conspiring with their children against the orders of the overseers. If the owner of the mill cannot obtain the co-operating friendship of those parents, all his time and capital will be wasted.

Such a mill bears a certain analogy to those public schools to which fathers and mothers are particularly indifferent. No school can shine with much lustre, if parents stand in antagonism to the teacher. Parental co-operation is the great axis on which the orb of free public education can alone revolve. Parents should often question their children in regard to the extent of their studies; ever quickening

their attention; rewarding their industry; kindling their wasted ardor; securing their obedience to just discipline; contrasting their progress during the past and present term; occasionally elucidating a difficult topic; and ever holding up, by persuasive appeals and cogent arguments, the lawful authority of the teacher.

How enlivening and ennobling is a public school, where all mental extremes meet harmoniously; where weakness receives sympathy, and strength yields protection; where the teacher reigns by affection rather than by severe rules; and where all the struggles of both preceptor and pupils are surrounded with an atmosphere of parental sympathy.

How chilling and hopeless is that school whose foundations are built on the envy and opposition of parents. No building, however costly or well furnished with maps, engravings and scientific apparatus, is complete until there is a treaty of peace and friendship between the parlor and the school room. The duties of the school-house, in order to mature, must strike a deep root in the affections of home. No legacy to a child is so precious as a good discipline of his passions. The child, over-indulged and selfish at home, is always disobedient at school. Parents are planting seeds in time to ripen in eternity, when they show to children that, in order to be worthy to command, it is necessary first cheerfully to obey, and that talents are trusts to be sacredly accounted for, both here and hereafter. To expect our district schools to flourish without the spirited co-operation of fathers and mothers, is an absurdity parallel to that of Æneas, who, when he entered the spiritual world, drew his sword against phantoms that were invulnerable to material weapons.

OBJECT TEACHING.

Young children generally exhibit a restive spirit when their attention is long fastened upon books in silent study. Many plans, for relieving this evil, have been suggested. All change is not improvement. The seeming is not always the actual. Germany has recently adopted a new system, called object-teaching, in primary schools. Great good is the result. Common things, like leaves, fruits, watches, flowers, engravings, are put into the hands of the pupils. By continual observation, they form at length correct conceptions of form, size, color, symmetry of parts, &c. The knowledge, thus acquired, is not like that derived from books, merely an exercise of memory, but consists of positive and interesting facts. Each acquisition stimulates new curiosity, and leads to greater investigations,

The perceptive faculties, which are the storehouses from which the reflective powers in maturer life are to draw the maxims of wisdom, and the deductions of science, acquire by this early training an infallible acuteness. To a youthful eye, long trained in object-knowledge, every thing appears inviting. A world of new sensations has burst on his mind, while the untrained ears of his associates are deaf to the mysterious voices, and their eyes half blind to the beautiful and varied forms of nature. One sees a world in every thing; he is alive to the slightest irregularity of outline; the faintest hues; the blending of opposite colors; all harmonious proportions; and the grotesque combinations of deformity and the perfect lines of beauty. The child's attention does not sleep under such kindling influences.

We all know that the minds of children will starve on abstractions, and grow fat on lively facts and anecdotes. The technical terms of botany are unintelligible to them; yet, by object-teaching, where the objects are flowers, all their various organs and functions are laid bare to the simplest understanding. Children soon learn the anatomy of plants and flowers. Oxygen, nitrogen and hydrogen, phrases that frighten an American child, are familiar to young Germans. They learn the meaning of those terms by experiments in the decomposition of air and water, while in the primary schools. I trust that some of our teachers will profit by these suggestions.

TEACHERS.

There are schools in Rhode Island that will bear comparison with the best in any state. There are others, that stand in need of instantaneous improvement. A poor teacher can more quickly drag a good school down, than a good teacher can elevate a poor school. There can be no great advancement in education, unless teachers go forward constantly in art, science, and liberal scholarship. Examining committees must be more thorough in their insight into the teachers' capabilities, and demand a larger range of knowledge, as essential for a certificate. It is believed that oral examinations are inferior to those conducted in writing; diffident merit would, by the latter plan, maintain its just rights; and flimsy but arrogant pretensions be levelled to the dust; the result would be the rejection of some that are now sanctioned, and the sanctioning of some who are now rejected. It would be a wise exchange; taking the sceptre from unworthy hands, and giving it to those who would wield it in order, mildness and discretion.

Again, instructors too often change locations. Rotation of crops keeps a farm fertile; but a rotation of teachers will impoverish the best soil in any district school. One hungry teacher ever chases another; both devouring what little merit was left by their predecessors; the scholars are driven in a zigzag course across the fields of study, always following, but never reaching any end; the teachers always in motion, yet never advancing; year after year passes, but the little flock of social beings never enjoy the blessed relations that so often wed pupils to one who is, and has been to them for some years, a familiar, loving friend, and an accomplished, gentlemanly preceptor.

Again, some districts annually paint their children's minds with a male streak in winter, and a female streak in summer. It is a great delusion, to suppose that an intelligent young female, with ordinary tact, cannot successfully manage a winter school. Women are naturally better fitted than men, to instruct. A sensible and firm young lady is the best educator that can be permanently lodged in many rural districts. We might as well expect a summer flower to spring up in a frozen hot-bed, as for a district to put forth blossoms and mature fruits of the mind, when teachers change with every change of the seasons.

The heart of every teacher ought to throb with a lively, natural affection for children; without it, the office of rearing the young mind must be a sad grievance, and every daily duty an affliction.

A poor, dull, mechanical schoolmaster is a melancholy plant, whose root is ignorance, and whose flower is error. He sometimes prates to his classes as if he fancied himself a philosopher, while his frivolous actions every hour proclaim him an imbecile. He reproves an erring scholar without sympathy, and notices a penitent one without joy. The long, dreary years of his aimless pilgrimage never dawned with a genial spring of hope, and never closed with a fruitful autumn, to the little immortals whose souls he had dwarfed by gross mismanagement.

Some men have considerable talents as teachers, but are very unpopular as men; their want of a healthful influence without, limits their power within the school-room. Much talking about family-squabbles poisons their reputation for impartiality. They do not know how to button their mouths with proper secrecy; but ever keep their jaws pried open with mischievous loquacity. A teacher ought to be a peace-maker in the neighborhood. He ought to be a mediator between clashing factions. In the strife of districts, the only nep-

trality for him, is kindness to all ; and in the war of vengeful passions, the best convoy for his bark is a gentle, thoughtful firmness.

ABSENTEEISM.

Absenteeism is a chronic disease. The cause is well known, but not the remedy. The average attendance during the last, does not differ much from that of former years. The absentee of to-day is kept from school by a cause similar to that which operated ten years ago, upon an older brother and sister. One is sent into a cotton mill, another into a woollen factory, and others assist their father on the farm. Occasionally personal dislike, to a particular teacher, repels a very few. Generally, the parents put forth no efforts to persuade their offspring to attend school, but rather discourage them. The heat, that hatches the brood of absentees, is utter thoughtlessness in some fathers and mothers.

All must attempt to put the lever of sound public opinion under this sad evil. Men and women, of refinement and influence, when they meet in the street children who are frequent absentees, must take them by the hand, and lead them to the altar of education ; and finally visit the careless parents, in order to open their eyes to their grossly neglected duties.

The tree, that has defied the shock of winter storms, falls at last from the unseen assault of the borer-worm. So our institutions have less to fear from the refined subtleties of cultivated minds, than from the grovelling passions of unsanctified ignorance. Education is the only true equalizer in a republic. The common school is the cornerstone of freedom, the pillar of public intelligence, and the majestic dome of all social order ; in short, the common school is the very structure of a true republic.

An army is always weakened in proportion to the number of soldiers who straggle from the ranks during a march. Absentees from the public schools diminish the strength of our educational forces. They must be won back to our ranks. Public opinion must brand every kind of desertion from the field of duty.

The number of children, registered at the close of the school-year, was 27,792 ; the average attendance was 21,711 ; the absentees being 6,081. The absentees, though many are natives of the state, are aliens in the land of their birth, so far as public education is concerned.

TEACHERS' INSTITUTE.

During the present winter, three sessions of the Teachers' Institute have been held; the first at Carolina Mills, on the 22d and 23d of November; the second at Peacedale, on the 20th and 21st of December; and the third at Chepachet, on the 8d and 4th of the present month, (January.)

I feel gratified in being able to say that these Institutes were well attended by the teachers, many of whom, though unaccustomed to public speaking, participated in the interesting and instructive debates, exhibiting no little depth of thought and clearness of expression. No better plan could be devised than a session of the Teachers' Institute, for the development of powers of extemporaneous discussion on the part of young teachers, demanding of them immediate answers to questions about their daily experience, and thus forming in them habits of self-reliance and energy.

Some of the Providence teachers have, at the expense of their own ease, attended all the sessions. Very able lectures on different modes of instruction and class-drills were delivered by Mr. Kendall, Principal of the Normal Schools, and by Messrs. Mowry and DeMunn, of Providence.

While teachers have been—according to their acknowledgment—benefited by these various exercises, the citizens of the three localities have felt an increased interest in the cause of common schools. The effect upon all, trustees, committees, teachers, and communities, was quite obvious. It is probable that there will be several other sessions of the Institute during the present year. I am glad to announce that the members of this Society were welcomed by the citizens of the three places with a generous hospitality.

NORMAL SCHOOL.

I am able to declare, from investigation of several schools, and from conversation with several school committees, that the qualifications of many teachers, and the general standard of instruction in Rhode Island, have been advanced by the agency of the State Normal School. There is scarcely a town where I have not met one or more of its graduates, and with a single exception, they are among the most active and successful teachers in our State.

The Normal School maintains, under the careful direction of Mr.

Joshua Kendall, a reputation for thoroughness and earliness equal to that which it had during the administration of the lamented Colburn. Under Mr. Kendall and his experienced associates, this institution will continue to increase in usefulness; it will widen every year the mental requisites for the office of teachers; make them graft high culture upon native tact; ripen their learning into professional wisdom; and build up in them a self-respect commensurate with the large duties they owe to the State. Into the hard struggle to overcome ignorance, this Institution will send out every year some valiant teachers, the picket-guards of the mind, to defend the most exposed positions of our educational forces.

It is sometimes unjustly asserted that too many females are educated in this school. If really it were a fact, that there is a disproportion of females, when compared with male graduates, it ought not to be considered as an evil. Surely, no man, who ever shared the benefit of the tuition of an accomplished mother, or an older sister, would give the slightest weight to such an objection. Male teachers are sometimes made; but true female teachers are always born. Can man be enlightened if woman be ignorant? Woman is instinctively inclined to teach by daily examples, while man too often teaches by mere precept, all the graces of charity, forbearance, order, cleanliness and purity. The education that a young lady acquires to-day cannot be lost, though its real influence may not be detected until when our nation, in after years, shall be counting the precious jewels that sparkle in the coronet of peace, and on the throbbing breastplate of war. A man must be a maniac who does not grant that the most fortunate condition, in the education of a son, is to be blessed with a mother whose mind has been judiciously cultivated as a teacher, and whose heart has been trained to the tenderest sympathy by a familiar intercourse with young scholars.

AN EDUCATIONAL JOURNAL.

As one of the means for keeping alive public interest in the cause of our common schools, and as an organ of communication between instructors and the people, the R. I. Schoolmaster, a monthly publication, is a very important and valuable agency. It is a register for marking the new phases of education in other States. It presents also a condensed statement of what occurs in Rhode Island in matters pertaining to schools, institutes and teachers. I trust that the fostering care of our State will never be withheld from the "Rhode Island

schoolmaster." The resident editors are Messrs. J. J. Ladd and N. V. DeMunn, assisted by twelve associates. These gentlemen are wedded to the cause of education, editing this publication gratis, thus proving that they work, not for the emoluments, but from a devotion to the cause. Surely, no one can charge them with loving the lowly rather than the bride.

SPECIAL SCHOOLS.

There are several districts where a few scholars are not brought into the strictest submission. They are so sometimes from a want of discipline at home, and at other times from a naturally insubordinate temper. They are too large and unmanageable to be sent to a primary school, and yet are not advanced enough for an intermediate school. The question—"What shall be done with these children?"—has been satisfactorily answered by the School Committee of Newport. A school was recently established by that city, in which the scholars, who were sifted out of the other schools, are taught the elements of reading, writing, and arithmetic, only. On visiting this school, last September, I saw how a firm disciplinarian, like Mr. Roberts, could quietly tame even the most refractory, and quicken even those whom former teachers had denounced as dunces, into a hopeful degree of interest in their studies.

The Union District of Central Falls, in Smithfield, might improve upon its admirable educational arrangements, by creating a school, (similar to that of Newport,) of fifty scholars, to be selected from the too crowded primary, intermediate, and grammar departments, under a male teacher of competent capacity, both as a thorough scholar and a disciplinarian. Nor is that the only village that might try a similar experiment with advantage.

REFORMS DEMANDED.

The office of trustee is an important and responsible one. The trustee is the custodian of all the school's property. He always engages the teachers, and regulates their salary. He is bound also, by law, to visit all the schools in his district, every term. These functions, if executed in a slovenly, thoughtless, ignorant manner, will, like shots from a masked battery, throw the best regulated district into dread confusion. A trustee should understand the school law, and be

tinued many years in office. He cannot be too familiar with his duties. Yet changes are made, in many districts, every year. One trustee follows another, each undoing what his predecessor has done; every term a new teacher is installed in the old school-house; changes are effected without benefit; teachers selected without discrimination; and variety constantly introduced, not of bad to good, but of good to bad, of bad to worse, and of worse to the very worst.

Committees are too often changed. Education must suffer under fluctuating policy. Like fall-planted wheat, which survives the severest winter, yet is often killed by the sudden extremes of heat and cold in a variable spring, so our common school system can accommodate itself even to a chilling, unjust treatment, if it only possess permanency; but will perish, if it be scorched to-day by some fanatical official, and to-morrow frozen by a miserly successor.

It would be invidious to mention some towns where the presiding spirit of the school-committee has, for twenty-five years, ministered unto the mental wants of two generations. Need I say, that even *there* the tide of improvement has been rising. Permanence is the only balance in which the real merits of a school can be weighed. The possibilities of the scholars as to the future, are always hid darkly in the present, if during the past the school has been denied, by frequent change of preceptors, full leeway for the energies of the young souls.

A bud is an undeveloped branch. But no branch will be developed if the farmer rudely cuts off that bud. New committees are so many real buds, and possible branches. Shall a careless hand arrest their natural growth towards maturity? A mental famine, instead of a bountiful fruitage, must be the unavoidable result of such unwise plunder of the hopes of futurity. It is impossible to enumerate all the disastrous consequences that flow from too frequent changes of school officials. A volume would not exhaust the subject; the report of the Commissioner is not large enough to contain even a catalogue of the evils.

Let us all trust that our people will soon become wise enough *not* to change school-officers frequently, unless they exchange the simple for the wise, the fickle for the firm, and the useless for the useful. Having elected trustees and committees of a right stamp, let them be continuously re-elected; knowing in school matters no party but the permanent interests of the town, and no open or secret end but the prosperity of the schools.

CONCLUSION.

I have annexed to my report, a synopsis of the town and city reports, arranged under eighteen heads, with every thing in all these reports pertaining to said divisions, brought together in strict order. The eighteen heads are—the value of education; the prosperity of the schools; increase of scholars; the ratio of studies; the condition of school houses; the changes of trustees and committees; the too frequent changes of teachers; the benefit of permanent teachers; the examination of teachers; their qualifications; discipline; value of graded schools; hints to primary schools; evils of absenteeism; the necessity of parental co-operation; testimony to the Normal Schools; rural school healthy without a gymnasium; and the great value of superintendents.

These divisions comprise every thing necessary to a full understanding of our present schools. Evils appear to flourish with the good; counterfeits occasionally pass current, where true merit is at a discount. Literary quackery has many patients; while modest science cannot make itself heard. The construction of some school-houses still violates all the rules of architecture, and appears as unique as a comet without a tail, or a dandy without a mustache. Trustees and committees are too often only annual plants; justice to schools demands that they be perennial. Committees are often too lax in scrutinizing the mental status of teachers; an examination ought to be, like a strong chemical acid, able at once to detect the presence of alloy in a candidate. Like a few unnatural birds that lay eggs in the nest of another species, leaving them to be hatched by strangers, some schoolmasters are ever on the wing, giving birth to plans which will soon die, if not cared for by a more affectionate and consistent mind. Absenteeism, like a dry rot, still infests the growing timber in our mental forests. Parental co-operation is still practised, and yet still neglected. Schools cannot flourish, if parents are delinquents; parents must visit schools often, in order to inflame their offspring with a love for study. The schools that receive frequent calls from fathers and mothers, are like notes against solvent men, at compound interest; while neglected schools are like notes against bankrupts; the value of the first is constantly augmenting, while the value of the latter perished in making.

Plans of education must be based on general principles. The true ideal of a public school is, or ought to be, the development of the many, not the exaltation of a few. The discipline may be unpalatable

ble to some ; but it must be maintained for the welfare of society. A few desperadoes may attempt to break the blockade, and trade for their individual interests ; but no egotistic ambition or family pride can out-sail the coast-guard established for the defence of the great mass of the people. Free schools and majorities go together ; while ignorance in the mass is always the slave of an aristocratic few.

I trust that no disloyal hand will be lifted against the free school system of Rhode Island. Its foundations were laid by the genius of a Barnard, and cemented by the blood of a Colburn. Their names belong to that catalogue wherein Fenelon is a synonym for purity, Arnold for strength, Horace Mann for genius, and Cyrus Pierce for modest industry.

The system has achieved much ; and if a few gnarled branches are pruned off, it will yet brave many a storm. Let parents and teachers take up their several responsibilities. To build a city of marble, is a proud era in the life of an architect. But to open a quarry, whose blocks are whiter than marble, and from which each statue leaps forth by self-acting power, with the great gift of immortality, this is indeed the highest order of architecture. To be a character-builder is a noble office. It is not a thing of beauty alone, but a thing of majesty ; not a joy only to the possessor, but a joy forever to the world. The works of the painter and sculptor may dazzle our senses ; but there is no earthly beauty so fascinating as an educated mind, whose profile is truth, and whose expression sincerity. It is the sacred office of education to remove the encrustations of prejudice and selfishness, and to make the mind glow with the delicate hues traced on it by the Divine artist. Such a character will be calm under unjust provocation ; firm, if opposed ; possessed of true sympathy for human infirmities ; resolute in opposition to all wrong ; loyal to God, to the state, and to the whole country. One, with such endowments, will look at events in a practical light. He will not attempt to heal with blows that bruise. He will not aim after reforms that might endanger society, public peace, and the constitution. All true education will make men patient, consistent and practical. Patient to bide the right time to make an assault on ancient institutions ; consistent, so as to deal justly with the weak as well as the strong ; practical, so that their whole influence, like that of the revolving seasons, shall transmute the old into new and fairer forms of life ; changing the shroud of dead errors into a resplendent robe of living truth ; and ever gathering in gratitude to God, what they had sowed in faith in human nature.

SUMMARY.

Annual appropriation from the General Treasury to the						
several towns	-	-	-	-	-	\$50,000 00
Town taxes	-	-	-	-	-	99,281 29
Registry taxes	-	-	-	-	-	15,511 85
Rate bills	-	-	-	-	-	5,419 67
Balance from last year	-	-	-	-	-	4,421 47
<hr/>						
Total resources	-	-	-	-	-	174,634 28
Total resources last year	-	-	-	-	-	168,365 21
Increase	-	-	-	-	-	6,269 07
Amount expended on school houses	-	-	-	-	-	25,528 02
Last year	-	-	-	-	-	34,729 38
Decrease	-	-	-	-	-	9,201 16
Amount voted next year	-	-	-	-	-	95,472 51
Amount voted last year	-	-	-	-	-	95,872 51
Decrease	-	-	-	-	-	400 00
The number of scholars in summer schools	-	-	-	-	-	24,928
Reported last year	-	-	-	-	-	24,726
Increase	-	-	-	-	-	202
Average attendance	-	-	-	-	-	19,277
Reported last year	-	-	-	-	-	20,004
Decrease	-	-	-	-	-	727
Number of scholars in winter schools	-	-	-	-	-	27,792
Reported last year	-	-	-	-	-	27,750
Increase	-	-	-	-	-	42
Average attendance	-	-	-	-	-	22,711
Reported last year	-	-	-	-	-	21,691
Increase	-	-	-	-	-	20

Respectfully submitted,

H. ROUSMANIERE,
Commissioner of Public Schools.

PROVIDENCE, January, 1862.

SCHOOL COMMISSIONER'S REPORT.

ABSTRACT OF THE RETURNS OF PUBLIC SCHOOLS IN RHODE ISLAND, FOR THE YEAR ENDING APRIL 30TH, 1891.

TABLE I. — FINANCIAL STATISTICS.

NAMES OF TOWNS.	Amount received from the general treasury.	Amount of Town Tax.	Registry Tax and other sources.	Rate bill.	Balance unexpended.	Total from all sources.	Actually expended, exclusive of school-houses.	Expended on school-houses.	Amount of Tax next year.	State appropriation for next year.
PROVIDENCE COUNTY.										
Providence	\$10,596 15	\$50,000 00	\$4,807 80	.....	.....	\$64,908 45	.....	.....	\$50,000 00	\$10,596 15
North Providence	2,240 15	6,000 00	686 00	.....	21 88	7,928 08	\$7,868 01	.....	6,000 00	2,240 15
Smithfield	4,186 78	4,500 00	1,992 22	200 00	81 24	10,880 19	10,787 92	\$15,800 00	4,500 00	4,186 78
Cumberland	2,844 17	2,500 00	438 00	.....	57 74	5,884 91	5,284 91	5 02	2,500 00	2,844 17
Scituate	1,753 79	900 00	452 08	318 64	786 24	4,210 75	3,174 58	.....	900 00	1,753 79
Cranston	1,586 88	4,000 00	641 44	.....	687 02	6,871 88	.....	.....	4,000 00	1,586 88
Johnston	1,288 22	600 00	806 26	.....	.....	2,194 48	2,194 48	.....	700 00	1,288 22
Glocester	1,197 78	400 00	243 48	.....	181 80	2,022 56	.....	.....	400 00	1,197 78
Foster	1,202 40	287 68	242 48	122 45	380 91	2,185 87	1,618 44	142 00	287 68	1,202 40
Burrillville	1,478 10	1,000 00	822 58	.....	165 99	2,966 67	.....	1,076 00	1,000 00	1,478 10
Totals	\$27,774 87	\$63,187 68	\$9,604 79	\$641 09	\$2,312 82	\$109,478 79	80,878 29	16,522 02	69,287 68	27,774 87
NEWPORT COUNTY.										
Newport	\$2,851 82	\$14,000 00	\$401 50	\$688 45	.....	\$17,891 77	\$11,605 77	\$5,786 00	\$8,500 00	\$2,851 82
Portsmouth	716 88	1,000 00	167 45	184 01	.....	2,072 50	2,072 50	.....	400 00	716 88
Middletown	880 74	200 00	47 98	808 12	8	976 88	976 88	700 00	400 00	880 74
Thiverton	981 59	1,000 00	179 61	.....	155 87	2,817 07	2,182 04	.....	1,000 00	981 59
Fall River	1,009 82	2,500 00	116 00	.....	7 50	3,488 12	3,612 53	.....	2,000 00	1,009 82
Little Compton	789 53	800 00	85 18	550 08	.....	1,938 74	1,938 74	81 88	600 00	789 53
New Shoreham	560 64	184 66	76 00	241 00	.....	1,061 29	1,038 74	40 00	184 66	560 64
Jamestown	143 81	86 00	15 50	128 89	.....	824 20	824 20	.....	86 00	143 81
Totals	\$6,884 08	\$19,219 05	\$1,088 12	\$2,054 53	103 40	\$20,410 52	\$28,124 90	\$9,007 88	\$16,019 05	\$6,884 08

RECAPITULATION BY COUNTIES.

WASHINGTON COUNTY.										
South Kingstown,.....	\$1,765 26	\$481 00	\$618 81			\$2,859 57	\$2,859 57		\$481 00	\$1,765 26
Westerly,.....	1,160 74	881 64	228 85	\$103 81		1,719 28	1,719 28		881 64	1,160 74
North Kingstown,.....	1,247 27	450 00	304 70	24 55		2,105 28	2,069 08	\$700 00	450 00	1,247 27
Exeter,.....	929 65	216 10	140 15		\$401 49	1,711 94	1,238 56		216 10	929 65
Charlestown,.....	515 04	128 59	82 25		144 17	865 05	792 28		128 59	515 04
Hopkinton,.....	1,114 42	880 00	211 25	484 16		2,189 88	2,189 88	1,162 15	880 00	1,114 42
Richmond,.....	915 75	800 00	232 78	508 86	18 83	1,975 72			800 00	915 75
Totals,.....	\$7,648 13	\$2,282 83	\$1,811 29	\$1,120 88	\$568 99	\$18,876 62	\$10,818 48	\$1,862 15	\$2,282 83	\$7,648 13
KENT COUNTY.										
Warwick,.....	\$2,829 84	\$1,500 00	\$1,266 64	\$164 11	\$240 81	\$5,500 90	\$5,500 90		\$1,500 00	\$2,829 84
Coventry,.....	1,529 77	420 50	376 29	100 93	248 32	2,674 81	2,896 46	\$149 06	420 50	1,529 77
East Greenwich,.....	788 15	400 00	280 78	40 00	241 00	1,680 90			400 00	788 15
West Greenwich,.....	783 88	162 85	145 00	122 86	268 88	1,481 97		9 18	162 85	783 88
Totals,.....	\$5,879 64	\$2,482 85	\$2,047 71	\$427 40	\$998 01	\$11,388 58	\$7,897 86	\$158 24	\$2,482 85	\$5,879 64
BRISTOL COUNTY.										
Bristol,.....	\$1,272 19	\$3,008 78	\$819 08	\$809 69		\$6,509 69	\$4,978 75	\$231 47	\$5,900 00	\$1,272 19
Warren,.....	774 64	2,800 00	124 45	192 05	\$888 75	3,774 89	8,291 14	146 81	2,800 00	774 64
Barrington,.....	283 26	800 00	66 46	174 00		805 49	805 49		800 00	283 26
Totals,.....	\$2,310 09	\$6,208 78	\$1,009 94	\$1,175 74	\$888 75	\$11,090 07	\$9,075 88	\$378 28	\$8,500 00	\$2,310 09
PROVIDENCE COUNTY.										
Providence County,.....	\$27,774 87	\$69,187 68	\$9,604 79	\$641 09	\$2,812 32	\$108,478 79	\$80,878 29	\$16,522 02	\$69,287 68	\$27,774 87
Newport County,.....	6,884 68	19,219 65	1,088 12	2,054 56	168 40	29,410 52	28,428 90	6,607 83	18,019 65	6,884 68
Washington County,.....	7,648 13	2,282 83	1,811 29	1,120 88	563 99	13,876 62	10,818 48	1,862 15	2,282 83	7,648 13
Kent County,.....	5,379 64	2,482 85	2,047 71	427 40	998 01	11,888 58	7,897 86	158 24	2,482 85	5,379 64
Bristol County,.....	2,810 09	6,208 78	1,009 94	1,175 74	888 75	11,090 07	9,075 88	378 28	8,500 00	2,810 09
Totals,.....	\$49,996 86	\$99,281 29	\$15,511 85	\$5,419 67	\$4,421 47	\$174,694 58	\$82,098 41	\$25,528 02	\$95,472 51	\$49,996 86

ABSTRACT OF THE RETURNS OF PUBLIC SCHOOLS IN RHODE ISLAND, FOR THE YEAR ENDING APRIL 30th, 1861.

TABLE II.							TABLE III.						
SUMMER STATISTICS.							WINTER STATISTICS.						
NAMES OF TOWNS.	Male Teachers.	Female Teachers.	Boys.	Girls.	Whole No.	Average Attendance.	Male Teachers.	Female Teachers.	Boys.	Girls.	Whole No.	Average Attendance.	
PROVIDENCE COUNTY.													
Providence.....	10	132	3,642	3,990	7,602	6,842	10	132	3,642	3,990	7,602	6,842	
North Providence.....	1	27	1,049	990	2,039	1,344	9	25	1,059	877	1,936	1,292	
Cranston.....	3	25	706	608	1,314	1,013	3	25	706	608	1,314	1,013	
Johnston.....	1	12	284	245	529	390	5	9	359	293	652	412	
Scituate.....	3	16	316	341	657	418	13	9	392	322	714	453	
Foster.....	14	139	196	332	528	258	15	4	257	230	487	253	
Glocester.....	11	125	130	255	385	204	9	4	212	143	355	203	
Burrillville.....	18	377	397	774	1,171	539	5	12	394	813	1,207	697	
Smithfield.....	8	39	1,241	1,143	2,384	1,718	13	33	1,361	1,215	2,576	1,966	
Cumberland.....	4	23	630	589	1,219	933	11	16	534	430	964	733	
Totals.....	86	317	8,506	8,599	17,105	13,629	93	269	8,896	8,331	17,257	14,030	
NEWPORT COUNTY.													
Jamestown.....	2	2	81	40	71	48	2	2	40	16	56	38	
New Shoreham.....	2	3	100	168	328	209	2	3	191	145	336	210	
Newport.....	3	24	435	507	942	810	3	24	435	507	942	810	
Middletown.....	2	3	70	70	140	99	5	2	114	41	155	115	
Portsmouth.....	4	2	119	136	255	189	2	2	165	91	256	146	
Fall River.....	4	8	321	270	591	393	6	7	336	296	632	417	
Tiverton.....	13	178	218	396	614	280	10	2	225	163	388	281	
Little Compton.....	10	104	133	237	370	173	6	4	183	123	306	129	
Totals.....	15	65	1,418	1,542	2,960	2,181	36	40	1,689	1,332	3,071	2,236	
KENT COUNTY.													
Warwick.....	5	11	379	491	870	588	13	12	712	696	1,410	1,065	
Coventry.....	3	8	162	185	347	228	14	1	271	219	490	332	
West Greenwich.....	2	4	68	79	147	98	13	10	180	128	308	183	
East Greenwich.....	1	7	175	158	333	194	5	3	241	172	413	273	
Totals.....	11	30	784	913	1,697	1,108	45	16	1,404	1,212	2,616	1,967	
WASHINGTON COUNTY.													
Exeter.....	4	4	49	52	101	71	11	2	199	112	311	223	
Hopkinton.....	3	8	175	220	395	251	9	2	255	194	459	292	
Westerly.....	3	10	76	77	153	126	8	5	278	176	454	302	
Charlestown.....	6	6	50	69	119	92	4	2	93	86	179	125	
South Kingstown.....	2	14	187	223	410	302	14	10	458	284	742	506	
North Kingstown.....	1	3	49	63	112	73	10	7	393	296	691	455	
Richmond.....	2	8	137	185	322	205	12	2	242	196	438	288	
Totals.....	11	53	723	889	1,612	1,120	68	28	1,928	1,316	3,244	2,248	
BRISTOL COUNTY.													
Barrington.....	3	3	56	77	133	103	1	2	85	61	146	113	
Warren.....	1	10	364	390	754	575	3	7	371	352	723	574	
Bristol.....	4	13	339	339	677	561	4	13	385	350	735	584	
Totals.....	8	26	759	795	1,554	1,239	8	22	841	763	1,604	1,271	

RECAPITULATION BY COUNTIES.

Providence County.....	36	317	8,506	8,599	17,105	13,629	93	269	8,896	8,331	17,257	14,030
Newport County.....	15	65	1,418	1,542	2,960	2,181	36	40	1,689	1,332	3,071	2,236
Kent County.....	11	30	784	913	1,697	1,108	45	16	1,404	1,212	2,616	1,967
Washington County.....	11	53	723	889	1,612	1,120	68	28	1,928	1,316	3,244	2,248
Bristol County.....	8	26	759	795	1,554	1,239	8	22	841	763	1,604	1,271
Totals.....	78	491	12,190	12,738	24,928	19,277	250	375	14,768	13,084	27,792	21,711

REPORT

OF THE

TRUSTEES OF THE NORMAL SCHOOL.

To the Honorable General Assembly :

In compliance with the statute, the Trustees of the Normal School respectfully submit their Second Annual Report.

The term for which Hon. J. J. Reynolds was elected having expired, and declining a re-election, Hon. Charles H. Denison was chosen by your honorable body to fill his place. Your Board, thus constituted, have held their quarterly meetings for business, and visited the school under their supervision each term, as by law required.

The school has continued through the year under the government and instruction of the same Principal and Assistants as during the year previous. Joshua Kendall, A. M., the Principal, has fulfilled the duties of his responsible office to the high satisfaction of the Trustees, and of such as have been associated with the school as patrons or pupils. By his untiring diligence, his amiable and courtly demeanor, winning the confidence and affection of his pupils; by his ability to illustrate and impress the various subjects of daily lectures and remarks upon the apprehension and memory, he has already accomplished among us a work in the cause of education, which, we believe, will be felt through the State. Miss Harriet W. Goodwin, the first

Assistant, has had many years experience in this department, to which, at the commencement, she brought many rare natural and acquired endowments. Her literary and moral influence over the pupils, especially the young ladies, is invaluable. Miss Ellen R. Luther, the second Assistant, enjoyed a thorough normal training under that model educator, Mr. Dana P. Colburn, and has imbibed a desirable share of his enthusiasm in the work. Being familiar with the piano, accompanied with a commanding voice, she has exercised the school daily in the pleasing art of vocal music, now so generally introduced into our public schools of every grade.

Thus is your Normal Department furnished with teachers whose united ability to do the work assigned them, we venture to say, is not inferior to that of any school of the same character in New England.

Belonging to the school is a well selected library of 1906 volumes. These books are for the daily use of the scholars, or for reference, or for such general reading as the teachers and more advanced pupils may need. The rooms are furnished with maps and charts of the most modern improvement. A valuable apparatus has been recently obtained for the purpose of giving a more perfect demonstration of the primary practical principles of chemistry, galvanism, and electro-magnetism.

During the past year, 62 different persons have been registered as members of the Normal School, and have enjoyed its advantages for one or more terms. A greater number of males has been in attendance the past year, than during any year preceding. It is worthy of note, as indicating the growing interest of the community in the Normal department, as the source from whence teachers are to be obtained, that applications for male teachers for this winter's schools within our own state, have exceeded our means of supply. Indeed it is manifest to your Board, that such is the growing popularity of these modern institutions in the North-Eastern states, where common schools have attained the greatest perfection, that the time is not far distant when it will become an indispensable qualification in a candidate for the office of a teacher, that he or she has been a member of a Normal School. And why should it not be so?

The business of teaching and governing a public school has already become a profession; commanding greater numbers, and in instances not a few, greater salaries than some of the so-called learned professions. And since seminaries are founded specifically for these professions, such as the Law, Theology and Medicine, why are they not equally necessary for the qualification of those into whose hands the training of the minds and morals of our youth is to be committed

during six or eight years of the most important portion of their lives? As it regards the peace of families, the social elevation of the neighborhood, the main springs of obedience to law, and reverence for the civil power, no office-bearer can claim superiority over the teacher of our children. Hence the origin and importance of Normal schools. We see not how they can be dispensed with in any state or community where they have been successfully begun, without producing a sad retrogression in the present greatly improved system of popular education.

The Institution under the patronage of your Honorable body, is comparatively recent in its origin; and yet 500, averaging nearly 63 a year, have shared in its privileges; most of whom may be supposed to be living and active educators of the rising generation in some of the various departments of primary instruction.

We are aware that the General Assembly, under the pressure of the civil war with which our country is now afflicted, will find it necessary to consult the strictest economy in their appropriations for the current year, that is compatible with the well being of the commonwealth. But we sincerely hope that the excising knife, if it be necessary to apply it at all, may not fall upon this essential pillar of our educational system. This Board most earnestly commend this school to your generous patronage and continued support.

The term for which Hon. S. G. Arnold and Rev. T. P. Shepard were elected, will have expired before the session of May next. It will therefore devolve upon the Assembly to elect during this present session, two Trustees to supply the vacancy in the Board.

The following disbursements have been made during the year, viz.:

Salaries of the teachers	-	-	-	-	\$2,850 00
Silliman's Journal -	-	-	-	-	5 00
Expenses of Trustees -	-	-	-	-	36 55
George Loomis	-	-	-	-	82 00
					<hr/>
					\$2,423 55

In behalf of the Trustees,

THOMAS SHEPARD.

TOWN REPORTS.

EXTRACTS FROM REPORTS OF COMMITTEES AND SUPERINTENDENTS.

I. VALUE OF EDUCATION.

Fall River.—The stability of our institutions is now menaced. The integrity of our character is now impeached. The fearful contest, evoked by misguided men, may not terminate before our children shall have grown up and become partners in the strife. How important that they be well trained. They must be *knowing*—that they may be *strong*. If ignorance among the masses is to be deprecated in time of peace, how much is it to be dreaded in time of war. The worst passions now struggle for the ascendancy. Strife is the food on which they thrive. The old landmarks of school instruction must not be removed now. With A B C, and mathematics, lessons in virtue must be blended. Love of science and love of country must go hand in hand. The government which has so blessed *us*, must be presented to our children as the one to which *they* must swear undying allegiance.

Westerly.—Money, compared with the education of your children, is of little value, either to them or yourselves. You may think it necessary to toil hard to leave them a competency, thereby neglecting their education; but without a good education, the money you leave them is more likely to prove a curse than a blessing. No man has a moral right to throw upon society an uneducated child, if it be possible to give him such an advantage; and especially is he to blame if he

adds, to that ignorance, wealth. The bulwark of our free institutions is education, and the cheaper we can make or furnish it, the better it will be for any community.

Gloucester.—Trustees and friends of education must visit them [those who do not send their children to school] and try to press upon them the great importance to themselves, as well as to society, of educating their children, even in a pecuniary point of view. For a well educated person will always take a higher stand, and command higher wages, than an ignorant one, as he has more mind, and more capability, and more executive power; and he certainly will have more elevated views and higher enjoyments.

II. PROSPERITY OF SCHOOLS.

Providence.—It is with much satisfaction that I am able to present my report of the condition of the schools the past term. Never have I seen them so prosperous and efficient as at the present time. The teachers, with but few exceptions, are earnest, skillful and laborious in the great work in which they are engaged.

Fall River.—In submitting their annual report to the electors, the committee are happy in being able to state that our schools generally have prospered during the past, beyond the average of former years.

Bristol.—In conclusion, we congratulate our fellow citizens in the present prosperous condition of our public schools. We close the year without a debt upon our hands. A regular monthly visitation has been kept up, and quarterly examinations faithfully made.

Westerly.—The condition of the schools is generally very good. The efforts of the committee to elevate the standard of instruction have, in a measure, been successful.

Cumberland.—We are happy to report the schools in a pleasantly prosperous condition. In many respects we have had a successful school year. The high school and grammar schools have been, I think, in advance of the previous year.

Portsmouth.—Your committee are pleased to say, that during the past year the schools of the town would compare very favorably with

those of any previous year. As a general thing, harmony and order have prevailed in more than an ordinary degree, and the ability of the teachers, as a class, has been quite commendable.

The interest felt in the schools can be very well judged of by the large number of visits that they have received during the year.

Foster.—The schools have improved, and are slowly improving, with a prospect of a more rapid advancement.

North Kingstown.—The average attendance of the schools, for the past winter, has been greater, perhaps, than any preceding term; yet even now it is far less than it should be. Every scholar should be present through every day of school, unless it be impossible for him to attend.

Warren.—The committee have the pleasure of stating their belief, that, during the past year, the schools have enjoyed the usual degree of prosperity, and have been conducted, in most instances, both with ability and success. Peace has generally reigned within our borders—a few cases only of unruly scholars having demanded the intervention of the committee.

Smithfield.—Most of the schools have done well, and some of them very well, meeting every reasonable expectation of the friends of education; yet justice compels us to state that a few have been comparative failures.

Glocester.—The committee are able to speak of the general prosperity of the schools; and as compared with ten years ago, there has been a marked improvement in all the essential features of an education.

Newport.—It has been a year of progress in the schools. Better discipline and more thorough training have rewarded increased watchfulness and diligence on the part of the committee, though their standard has not yet been reached.

Scituate.—In the judgment of the visiting committee, the schools in town, with two or three exceptions, have done very well the winter past. Some have excelled.

We think No. 15 a model school. The teacher of No. 15 has forwarded the following items:

“Seven have attended each half day of the term. Twenty-five of

the 32 scholars refrained from whispering and communicating by means of slates or paper. The average per centage of the first class in spelling, for seventy-five spellings of twenty-five words each, (every scholar spelling the whole number of words,) is 98 2-3 ; the highest, 99 1-3 ; the lowest, 97 1-5."

Several other schools rank high ; indeed, most of the schools in town have made fine improvement.

III. INCREASE OF SCHOLARS.

Warwick.—The whole number of scholars that attended school the past year, was 1,376. The average attendance was 1,051. The average time the schools kept, 8 1-3 months ; the cost per scholar, \$4.66. The whole number of scholars registered, the past year, was 51 more than the year previous, and the average attendance 25 more.

Richmond.—The average attendance of scholars during the present winter terms has been greater than that of preceding years ; the whole average attendance having been 288 ; of which 59 were residents of other towns ; leaving a total average of 229 residents of the town, not including residents of this town attending school in other towns.

Providence.—The whole number of pupils admitted the past term is 7,602. Of this number, 283 have been received into the High School ; 1,992 into the grammar schools ; 1,994 into the intermediate schools ; 3333 into the primary schools.

During the spring of the previous year, the whole number of pupils admitted, was 7,352.

IV. RATIO OF STUDIES.

Smithfield.—The number studying arithmetic, is 1,500 ; geography, 953 ; grammar, 485 ; history, 78. Aside from reading and spelling, in which nearly all engage, the study of arithmetic receives the largest share of attention. Of those attending school in the town, about three-fifths study arithmetic, two-fifths geography, and one-fifth grammar. It will be seen by this, that grammar is very much neglected. Only a small fraction of our scholars give any attention to it ; and a still smaller number make themselves familiar

ith its principles. Now this neglect of the study of grammar is a **rious** defect. However much of other things a person may know, **he** be ignorant of the laws of language, he is incapable of entering **any** spheres of responsibility and usefulness, which he might otherwise honorably fill.

V. STATE OF SCHOOL HOUSES.

Cumberland.—The school-houses remain as last year; some of them **ery** comfortable structures; none of them too good; and all **eeding** are. It should never be the question of a district, how little they **an** do and get along unmolested with their school-house. No place **n** the district should be more comely and attractive than the place where our children daily repair for instruction. In the tender, fervid period of youth, every object makes its impression; and amid the excitement of study, and the heat of thought, let each eye behold, and each hand touch, something which shall elevate and gratify the taste. It is poor economy to keep from the place where our children spend the larger part of each day, the comforts and ornaments of a wholesome architecture.

Burrillville.—Many of the school-houses in town are far from being what they should be. We hope, as soon as practicable, there will be improvement in this direction. Your money will be worth much more to you, and pay far greater per centage, expended in a good, comfortable, pleasant school-house, than it will if expended in a miserable one. The school-house ought to be one of the most attractive places in the town; attractive both to children and parents. This ought to be the condition of school-houses in the rural districts, as well as in the city.

Little Compton.—The houses in districts 1, 3, 4 and 10 are not in a good condition, nor well furnished; No. 7 needs a new house.

Portsmouth.—Good school-houses always receive numerous visits from parents and others. Good school-houses and a lively interest in the cause of education generally go together.

The best school-house in our town records 148 visits; the poorest, 11 visits.

Barrillville.—In district No. 7, 116 scholars are crowded into a house that is hardly capable of accommodating 60.

In district No. 9, the school-house is in a bad condition, and should be thoroughly repaired.

In district No. 11, the school-room is unfit for school purposes.

Exeter.—There have been no repairs on any of the school-houses of the town. Unless something is done ere long, it is very evident that some of these buildings must be condemned, and the public money withheld.

Coventry.—School-house in No. 5 district, was destroyed by fire.

Warren.—In the school-room in the west district, more than one hundred children are gathered during the year, to receive their first common school instruction. Many of these receive nearly all the instruction they ever obtain from our public schools in this room. We all know that early impressions are the most lasting, and that childhood is taught and impressed, not merely from the text books used, and the words of the teacher, but also, and strongly, from the surroundings of the school-room. A dilapidated room; an old, worn out floor; poor, hard, uncomfortable, and unsightly seats and benches; impure air, from the impossibility of good ventilation, and the crowding together of so many children in so limited space, must all make their impress upon the mind, and will teach their lesson. We cannot wonder that some parents hesitate, and in some cases refuse, to send their children to such a school-room.

Could all the electors of our town really know the condition of this room, we think they would give themselves no rest till they had provided suitable accommodations for a primary school. The town ought not to tolerate such a deformity another year. We need a house in this department, that will give convenient and suitable accommodations to at least one hundred and fifty children, and three teachers.

East Greenwich.—Notice is given to the trustees of No. 4, that the school-house must be repaired, or the appropriation of money will be withheld.

North Providence.—Your committee feel that too little attention is paid to the comfort and health of the scholars while in the school-room. In districts 7 and 9, the houses are not suitable for the pupils to congregate in. They are not large enough to accommodate the number who

ily attend school ; and are too poor to receive the repairs which are necessary. The residents of these districts we know take an interest in the education of the youth around them ; and one visit to the rooms where their children spend so many hours, will convince them that the health and comfort of both teacher and scholar would be promoted by the erection of commodious school-houses.

Many of the school-rooms, in the other districts are badly ventilated. Some are kept too warm ; others are not warm enough. Some of the teachers, we are led to believe, suppose that because the atmosphere in their rooms is cold, that they are breathing pure air. Warm air can be made wholesome to breathe by a proper ventilation of the rooms ; and at recess, when the weather will permit, the air should be entirely changed by opening both windows and doors. In some of the grammar school rooms, we have noticed that the heating apparatus does not seem to be sufficient, in very cold weather, to create a necessary degree of warmth. We have visited rooms where the thermometer indicated only 47 degrees ; a state of atmosphere which does not have a tendency to excite a strong desire for mental application.

Again, we believe that the health of the pupil is greatly impaired by occupying seats at desks which are too high or too low. The scholar feels uncomfortable, and exhibits a restlessness, which is always apparent to a visitor.

Westerly.—District No. 5 is situated on the shore of the Sound. The old school-house, it will be remembered, was burned by accident, a few years ago ; there is now a very commodious and well arranged building. Within a new school-house of the present style, a child who has the least ambition, will make great progress with a proper teacher. The contrast in leaving district No. 4, with its benches of the old style, and entering the school-room of district No. 5, is very great.

It is a most unfortunate thing for district No. 1, that it contains within its precincts so many private schools. The district school should be, and can be made to be, as good as any private school. No doubt the necessity of these private schools was felt, from the fact that the intermediate school was kept in a damp, unhealthy, dismal room, where the health of the pupils was exposed, and where every incentive to study was hampered by the cheerless expression of the apartment. The district is disgraced, and its educational interests injured, by such a poor school-room. The average daily attendance of scholars last winter in this district, was 77, ; when, in 1857, it was 240. Now, had this district a suitable school-room, and qualified teachers, probably the former average would be attained, if not increased.

Smithfield.—Early in the year, the committee approved of plan submitted to them, of a school-house to be built by the Union District of Central Falls. This house has been completed and dedicated to its appropriate uses. It cost about \$15,000, and is a fine educational edifice. In size it is 60 by 70 feet, with two stories, containing six ample rooms, furnished with single desks of the most approved style, averaging about fifty-six sittings to each. Connected with the rooms, are wardrobes, water supplies and apartment for apparatus. It also contains a spacious hall for lectures, recitations and public examinations. In its architectural design, its substantial workmanship, its pleasant location, and especially in its perfect adaptation to meet the wants of a first class school, it is both an ornament to the place and a fitting expression of the enterprise, liberality and noble aims of the citizens of Central Falls.

North Kingstown.—In district No. 16, commodious school buildings have been recently erected, and they are highly creditable to the inhabitants.

Newport.—A well arranged school-house has been recently erected in the second ward.

The school-house on Farewell street has been enlarged, and all the scholars in the several wards are now accommodated in convenient and well ventilated rooms.

VI. EVILS OF THE FREQUENT CHANGES OF COMMITTEES AND TRUSTEES.

Richmond.—On account of the frequent changes in the committee of this town, it would appear difficult for any one, or any committee, to give a just decision in regard to the comparative improvement of the schools.

Warwick.—The love of changing trustees, and the love of trustees to get in their own relatives or friends, render it a very great uncertainty what we shall be next year. No matter how well, how laboriously a teacher has worked, the change must be made. Neither the superintendent, nor the committee, desire the power; but the choosing power being with the trustee, the most unintelligent arrangements are too frequently made.

Exeter.—Many of the trustees err greatly in the selection of teachers. They select the cheapest, without any regard to their qualifications.

Gloicester.—The law makes it the duty, also, of the trustees to visit the schools "twice, at least, each term," to see that nothing is wanting for the successful working of them; as also, to encourage the teachers and scholars.

By a reference to the record of visits, we found that some of them had failed entirely in this duty.

Little Compton.—No trustee in town, I believe, has fulfilled this part of his duty, during the last year.

Cumberland.—The carelessness and unfaithfulness of trustees militate against the perfection of our schools.

We would call special and practical attention to the "question of the utility of the district system," as discussed in the last report.

[Last year's report argued strongly for the abolition of the system of trustees.]

South Kingstown.—Trustees should not be unmindful that it is their duty to notify the visiting committee of the time of the opening and closing of their schools. This has been neglected in very many cases.

Burrillville.—Even some of the trustees made not a single visit during the entire term. This is to be lamented.

VII. EVIL OF CHANGING TEACHERS OFTEN.

Exeter.—There are many things in connection with our schools which are really detrimental to their progress. One of these is the too frequent change of teachers. A great part of the schools of our town is subject to a change of teachers every term. The disadvantages that attend them, on this account, are many and very great. It is obvious, that a school that is subject to different teachers every term, is subject alternately to teachers of different plans—different methods of governing and imparting instruction; and as the scholars every term are obliged to learn the different ways of their new teachers, a great part of the term is lost. It is very common, too, where these changes are made every term, for the scholars to pursue one study one

term, and another the next ; so that in the end, they have no perfect knowledge of any study. The scholars, not unfrequently, go over the same lessons term after term. It is customary for a teacher on entering a school that he is unacquainted with, to require the scholars to begin at the commencement of their books ; he assigns lessons probably of about the same length of former teachers, and as the scholars are quite familiar with them, it requires but little effort for recitation ; consequently, as they have not much to do, they become indifferent to their studies, and at the end of the term know but little more than they did at the beginning. This, of course, is not always the case ; but in the majority of schools that have new teachers every term, this is their true history.

Fall River.—One of the schools in district No. 3 is not so far advanced as it should be. Perhaps this is owing, in part, to the too frequent changes of teachers, and, in part, to the lack of interest shown by the parents in the education of their children. *We ask the parents in all earnestness, CANNOT THESE EVILS BE REMEDIED?* We submit to the consideration of the trustee, whether it would not be to the advantage of the school to engage the services of a competent and successful female teacher the year round?

VIII. BENEFIT OF PERMANENT TEACHERS.

North Providence.—There has been a gradual improvement in most of the schools for the last twelve months ; and nowhere is that improvement more manifest than in those where the teachers have been long employed.

Bristol.—Much is gained by the permanence of an approved instructor in the same position. He can better understand the peculiarities of the minds and dispositions of his pupils, and use his powers of teaching and governing to greater advantage. The respect and confidence of both scholars and parents will usually increase in strength in proportion to the years in which the favorite teacher shall abide at his post. So important is the office to the welfare of the youth of the district—the order of families, and the harmony of the neighborhood, that no teacher of well attested ability to govern and to communicate knowledge, should be allowed to abandon his or her post, for the want of such compensation as such superior ability may command elsewhere. The time has come, in this profession as well as in others, when learn-

ing, combined with experience and tact, will command its corresponding price. A poor article in this line of business, however cheaply obtained, will be found wretchedly dear in the result.

With one exception, the eleven schools under our care have continued through the year under the instruction of the same teachers, and most of them, under teachers who have successfully held their stations for a succession of years.

Fall River.—One district has been favored with the devoted labors of three teachers from nine to thirteen years; and we hope the time is yet far distant when their places will be occupied by others.

IX. EXAMINATION OF TEACHERS.

Richmond.—There is no duty devolving upon the school committee which more demands a reform, in many of the towns, than does the manner of conducting this important and delicate task. On it depends the principal success of our school system. The usual form of conducting such exercises has been, and now is, in some of the towns, a process very pernicious to the well being of the schools, merely a *nominal duty*. A few questions on arithmetic, grammar, &c., are all, when a thorough questioning in each of these, in a practical and systematic manner, alone can elicit the qualifications of a teacher. The reading of a single stanza will not prove a qualification to teach that branch of education.

Scituate.—The examination of teachers demands particular attention. We candidly admit that we disapprove the practice of granting certificates without an examination. No matter how well qualified the applicant may be, others will think they are entitled to the same privilege. The vitality of our school system greatly depends on improvement in teachers, and an increasingly strict examination, from year to year, is essential to progress. We must insist that our teachers shall be intelligent, energetic and honest.

Glocester.—It should be the purpose of every parent and friend of education to raise the schools to the highest perfection that can be reached. In order to attain this object, let the committee be sustained in a *more searching examination of the teachers*, as a thing of the first importance. If we would elevate the schools, we must have teachers of more thorough and decided qualifications. The committee must

require a higher standard of attainment, and set aside those who appear to be deficient in mental and moral qualities, or who have not the tact of clearly explaining the studies of the school room. For the want of *knowing how to teach*, and *how to secure an interest* in the classes, several have failed.

X. QUALIFICATIONS OF TEACHERS.

Burrillville.—Knowledge is power, and may be used either for good or bad purposes; which will depend upon the morals—upon the state of the heart. We regard the school-house next to the church, and recognize an intimate relation between the two, and believe a corresponding influence should go out from them. Hence, in order for our schools to be a blessing to our children and to the community, the intellect and morals must both be trained. And in order to do this, it is the opinion of the committee that the teacher should possess high moral and social qualities, so that he may instruct by precept and example.

Exeter.—The rarest qualification, and the one of the most value, is a certain tact and skill, and consists mainly in disciplining a school without apparent effort. A true teacher will never torture or wound the feelings of his pupils by unnecessary punishment or undeserved ridicule. He will govern more by judicious praise and encouragement, than by the fear of bodily pain.

Glocester.—Another point suggested, is the great importance of good manners and morals. It is of the first importance, that kind, respectful and refined manners be cultivated in the school room, and that the morals be pure and elevated, and free from all that is selfish and degrading in thought and feeling and behavior. We are glad that we are able to say, that in some of the schools there was a good degree of such culture; the healthful influence of which was seen in the kind, chaste and elevated conduct of the scholars, not only in the school-room, but in all their intercourse out of it. There was not only *intellectual*, but *social and moral culture*. But in some of the other schools, at least, there was a great want of attention to a *high moral culture*, and to those manners that command respect. There seemed to be the absence of those courtesies of life—of those common civilities and kindness of feeling, which are so necessary in a well-ordered community. The coarse, vulgar, obscene and profane talk is heard, and

he younger scholars are corrupted by the pernicious influence of the older and impure. Marks and traces are made upon the building and surroundings, and there is a wanton and reckless conduct among the older, of both sexes, which is shameful in a Christian community. Such conduct and morals should be banished from the schools at once, or the houses shut up. Far better have no knowledge of these studies, than to corrupt the morals and bring certain ruin upon these children as they grow up in life. All communications, and words, and conduct, of the scholars, should be carefully watched and rightly directed, in the school-room and around the building. The ability of the teacher to train the scholars to the character of pure, kind, patriotic, law-abiding citizens, is of far higher importance, than to train them to the mere attainment of secular knowledge.

Richmond.—The teacher must be prepared to analyze sentences, giving the relation of words to each other, and their offices as component parts of a sentence; they should also be prepared to analyze each syllable and word, giving the true sound of each letter. In short, he should be thoroughly conversant with the principles of *Orthoepy* and *Orthography*, or he is not capable of teaching this important branch of education. A passing question or two upon arithmetic will not suffice, but the applicant should be able to explain and illustrate any example, embracing the fundamental principles, before the committee. He should be conversant with geography and history, especially that which relates to his own country; nor is this all—he should show an aptness to impart that knowledge to others.

Cumberland.—The teacher needs to think highly of his profession; the moment it takes the place of toil for a living—a mere drudgery—it loses its vitality. He needs a generous enthusiasm which places him above any mercenary motive, in his chosen work. With this, success is certain; and he will have his true place in the profession, whose chief glory is to elevate and benefit the race. With such a spirit, the details of his work need not be enumerated. His way in the school-room and in the district is open, and open, too, in the hearts and homes of parents and children.

Gloicester.—If the teacher has no tact in waking up mind and making the lessons pleasing and attractive, he cannot succeed in his work. It is always pleasing to children to learn *new ideas* and take in new truth from a variety of objects that illustrate the lesson. It thrills the mind with new pleasure, and makes them delight in the school room.

If the tiresome process of drilling on *facts and principles*, in order to retain them, can be made pleasing and life-like to the minds of the scholars, a great thing is accomplished in our schools, and there will be rapid improvement. If the teacher is too stupid or indolent to lay himself out in this work, he will put no life into his classes and accomplish little good, and had better keep himself out of the school room.

Little Compton.—Sometimes the school is let to the lowest bidder, under whose imperfect care and tuition, perhaps, the pupils receive more damage in one term than can be repaired by the best of teachers in a year, or in all the years that remain of school life. A distinguished French writer remarks, “that a good schoolmaster ought to be a man who *knows* much more than he is called upon to *teach*, that he may teach with interest, intelligence and taste.” His mind should be a living, sparkling fountain rather than a basin, a pail or a tub, holding just so much, and soon and easily exhausted.

XI. DISCIPLINE.

Smithfield.—By good government, we do not mean that which reduces the school to a treadmill routine, where every step is regulated by rule and every movement prompted by the fear of punishment, but a government which is mild and paternal in its spirit, as well as firm and just in its decisions. Not but that it is the right, and also the duty, of teachers to use corporal punishment where other measures fail to secure obedience, but this should neither be employed in anger nor in a way to compromise the dignity of the teacher or the self-respect of the scholar, nor especially by any mode which shall peril, in the remotest degree, the health or welfare of the pupil. The barbarism of striking scholars' heads or pulling their ears finds no place or favor in a large majority of our schools. Depriving scholars of their recess is a mode of enforcing school discipline which is highly objectionable. It deprives them of one very necessary condition of health, and therefore ought never to be employed. Every intelligent teacher is perfectly aware that the restlessness and stupidity, which interfere so seriously with the order and progress of the school, are frequently induced by confinement in an atmosphere too often deficient in oxygen, and sometimes highly charged with that deadly poison, carbonic acid gas. Now, to attempt to correct nervous irritability, or to remove mental stupidity, by continuing the causes which produce them, is the height of absurdity.

Exeter.—It is a common error, especially with young and inexperienced teachers, that they govern too much. They adopt too many rules for the government of their schools, and these are too precise and definite. Where everything is to be done by a specific rule, and the slightest deviation is regarded as an offence, a large part of the teacher's time must be required in examining cases of discipline and administering the prescribed penalties. For every law must have its appropriate penalty; and when broken, this must follow, as a necessary consequence, or the law becomes worthless. It is universally true, or nearly so, that the school is best governed, in which there are the fewest rules, and where these refer to general principles of conduct, and not to particular acts.

The highest success of every teacher must depend upon his knowledge of the peculiar traits of character and disposition of his pupils; and this can be gained only by careful study and personal observation.

A fretful teacher, who is constantly making remarks, finding fault with his pupils, and holding up some unfortunate scholar to the ridicule of his companions, will most assuredly fail in his important work.

Gloicester.—The cause of failure in one instance, at least, was not owing to lack of *intellectual or moral qualifications*, or a *knowledge of the subjects taught*, so much as the not knowing, or not caring, *how to teach and how to explain*, so that every scholar could understand, and how to wake up an interest; and we also may add, the not knowing how to gain the respect of the scholars, or secure good order, or restrain immorality. A few others nearly failed, in not having calmness and decision enough to insure order and stillness, especially in the time of recitation. Such teachers hardly gained the love and respect of the scholars, though they were kind to them; because every child loves order and hates confusion, when attempting to acquire knowledge. No teacher should permit a *scholar to interrupt him when hearing a class recite*. The fifteen or twenty minutes of recitation belong to that class, and it should not be taken from them by the lawless interruption of other scholars, who were continually asking questions, as, "May I go out?" "May I get my book?" "May I speak?" "Where is the spelling lesson?" and so on, through the recitation; while the teacher was just as busy in answering, "Yes;" "No;" "Not yet;" "By and by;" "Sit up, there;" "Study your lesson," and things of this sort, till the class was dismissed. We need not say that confusion reigned there; and that it would have been almost a

miracle if the scholars had got any clear and permanent ideas fixed in the mind. If the teachers would succeed, they must be determined to have it still while hearing a class; and if there *must* be interruptions, let them be between the recitations, so that there *may* be some time for uninterrupted study, and for progress.

Westerly.—District 13. This is the Woody Hill district, and the last one that was organized in the town. The school is small, but it exhibits the best order of any school in town, and has been so, under the administration of several teachers. This proves that the children are taught to obey at home; consequently the difficulty of keeping them orderly is small.

Cumberland.—*Let the parent never meddle with the discipline of the school, or take part with the scholar, unless in the most extreme case; such as will seldom occur. Better that the scholar suffer somewhat than that, by a word, the proper authority of the teacher should be undermined. Let parents sustain the teacher, or seek his removal: and that, as far as possible, unitedly.*

Providence.—There is also a great difference between our best and poorest teachers, in the mode of governing their schools. Self-government is not only the first and the highest requisite in any teacher, but is an indispensable qualification. Nothing can supply its place. All the learning and wisdom of the past and present will be utterly unavailing where this is wanting. To be successful, a teacher must possess it. At whatever cost of persevering effort and study, it must be gained, before a teacher's labors can be crowned with complete success. In a true teacher, there will be united mildness of manner, with a firm and inflexible adherence to truth and right; and such will aim to govern rather by appeals to the consciences of their pupils, than by threats and infliction of bodily pain. The one tends to develope and strengthen right principles of action, and to elevate the moral character, while the other has a tendency to degrade it.

XII. THE VALUE OF PROPER GRADING OF CLASSES.

Providence.—It would be easy, though perhaps it is quite unnecessary, to present the evidence of striking advances, during the past twelve-month, in all the essential characteristics of efficient education. Some of these advances have been in the great work of classification.

which is that careful and exact grading of the schools, by means of which, they are to be brought into such harmony of studies and processes, that a pupil leaving one school for another, will experience no disadvantage from the transition.

A labor so important as this, cannot be achieved in a year; and while much has been done, and the system of complete classification matured, the details of it are only growing into a perfected result. The past year has, among its acceptable fruits, a generous share of this desirable progress. A more correct deportment, and a higher rank of scholarship, are the manifest benefits of a careful gradation.

Our inspection of the written questions, which, at the May examinations, were presented to the pupils of the High School, and also to the grammar school candidates for admission to that institution, led us to apprehend a decrease in the average per centage of accuracy in the written answers. The questions were of a more difficult and complex character than heretofore, especially in arithmetic and history; and had the answers fallen off in correctness a tenth part of last year's average, we should have been slow to regard them as exhibiting inferior scholarship. As it is, and we are highly gratified in remarking it, the average of excellence in these written examinations is considerably advanced; and the voluminous papers prepared by the pupils, are the evidence, "in black and white," of their diligence, intelligence and skill, and no less of their teachers' care and fidelity in their work. The general neatness of these papers arrested our attention, and deserves our special commendation.

By these unmistakable results of the High and grammar school studies,—and pre-eminently of the former,—we are warranted in expressing the opinion that the standard of mental culture is rising appreciably in these schools,

Newport.—The Farewell street house has been altered and enlarged so as to comprise four schools (furnishing needed room for more pupils), each under a separate teacher, instead of two schools, with each a principal and an assistant,—under the conviction that separate schools, taught by single instructors, were best adapted to secure the greatest good.

Warren.—While we continue to hold a noble ambition to keep our high school in the first rank, as to building, appliances and teachers, and take a just pride in the condition and success of our intermediate department, it becomes us to give not less attention, thought and care

to the primary department, which in some respects is the most important of our schools.

Barrington.—It seems desirable that there should be some arrangement by which the advanced scholars in all our schools may have the benefit of a higher course, without the necessity of going out of town to secure it. Were the population more compact, it might be feasible to have a high school, somewhat central for the whole, while the districts besides should employ only female teachers. This may well be a matter of consideration by the people of the town.

East Greenwich.—The advantage of grading schools has led to an improvement in the arrangements of district No. 1. The school has been graded and divided into three departments—a primary, intermediate and grammar—under male teachers and an assistant teacher.

Cumberland.—Cases of decided excellence have occurred in the district schools; and to me it seems a pity that so few of the scholars can have the advantages of the high school.

South Kingstown.—[The defects of an ungraded school are described in the following paragraph:—]

“Small scholars especially are neglected. They cannot learn much by [silent] studying. Such scholars should be called out and drilled at least six times every day.”

Burrillville.—[The following extract describes a state of things existing in too many unclassified schools:—]

During the winter, several of the large boys, for disobedience and disrespect to the teacher, were expelled from the school for the remainder of the term.

XIII. HINTS TO PRIMARY SCHOOL TEACHERS.

North Providence.—Wherever we have had opportunity of observing, we find, with pleasure, that the teachers do not tie their alphabet classes to that grim line of letters in the spelling-book; but by ways at once expeditious and interesting, fix forever the name and form of the letters on the mind of the pupil. But we have seen some classes that have been “put into reading” altogether too soon. Sometimes the length of the lesson has seemed to be measured rather by the num-

ber in the class, than, as it should be, by their attainments. Instead of wasting the time of the recitation in spelling out the words of a long lesson, let it be used in teaching to the class its words, in some such way as the alphabet is taught. Rather than prompt a scholar on every other word, while he drawls through the lesson with his mind *asleep*, or on some object in the street, let him be taught by earnest conversation about the lesson and familiar illustration, that words are to make him think of things. If a class were never allowed to read a lesson, for the final recitation, till they could call all the words at sight, we think the real progress would be much more sure, and, indeed, far more rapid.

Several of the primary schools show that something has been done, in geographical study, by oral instruction, and something, we hope, to give a fondness for it by calling attention to the locality of historic and passing events.

The primary teacher needs enthusiasm enough to convert the tedium of listening, for the twentieth time, to the same puerile lesson, into a pleasure; and to make the right turn of the voice on a single question, and the proper spelling of a monosyllable, appear matters of great moment. There is nothing so contagious in a class as enthusiasm or dullness in the teacher.

Providence.—In a few of our primary schools the method of teaching may be much improved. At present it is too mechanical. There is too much of a regular routine from day to day, and there is too little variety to interest and to awaken thought in the pupil. There is too great sameness and monotony in conducting a recitation. Everything appears to be fixed and stereotyped. There is also sometimes observable a want of precision and exactness in the instruction given. Pupils often read in a careless, drawling manner, giving but little attention to the sense or the meaning of the words, and not a few read from memory and not from sight, and succeed quite as well, whether they are looking on or off the book. There is no principle better established in teaching than this:—that whatever a child does in school should be done in the very best manner possible, and his attention should be directed to one thing at a time, and only *one*. And when a class recites, whatever the lesson may be, each member of the class should give his undivided attention to the recitation of each pupil. This is a requirement that no good teacher will neglect to enforce.

I have often spoken of the absurd practice of attempting to teach children to read easy sentences, before they can pronounce readily and correctly words at sight. I am fully convinced that this method should

be abandoned. It is preposterous in the extreme, and leads to the formation of habits that are seldom eradicated through life. I should much rather undertake to instruct a child that could not name one of the letters of the alphabet, to read distinctly and fluently, than take one that had been allowed for months, and even years, to read in a halting, stumbling manner, such as we sometimes hear in our own schools. When children are required to read sentences before they can pronounce words without hesitation, they must, of necessity, stop after each word to think how they shall pronounce the next.

Glocester.—How few of our teachers take up the little *elements* of every subject, and see that the scholars understand them, before proceeding to higher subjects. Their work is all general and not seen by the scholars, and not taken up in the parts that compose it.

What would you think of a watchmaker who should attempt to teach another how to make a watch by giving him a *definition* of a watch, without ever letting him see it; or without taking it apart and examining each piece by itself; or without setting him to practice, first on one part, as the mainspring, for instance, until he is fully master of it, and then go to another? Yet this is precisely the way many of our teachers are attempting to teach in our schools.

One teacher asked, for instance, “*What is Orthography?*” and received a mere verbal answer, without stopping to analyze the subject, or take up each separate element at a time and by itself, until it was clearly seen; whereas the true teacher would take up its different parts and explain each one separately, until the class were perfectly familiar with it, and each could describe it in his own language. If each single element is not taken up and finished, the education is defective and the mind is not disciplined. If the mainspring of a watch, or any wheel or cog, is not finished, or if the dial-plate and hands are wanting, it is an imperfect watch, and fit for nothing as a time-piece; it is of no practical use. This is true of orthography. If all the elements are not taken up and finished; if the forty *elementary sounds* are not dwelt upon until each vocal, sub-vocal and aspirate is fully understood; if the twenty-six letters that represent them be not taken up, in reference to their forms and their arrangement into syllables and words, and which is the great work of *learning to spell*, each word being finished before going to the next,—the work is all lost, and is of no practical use. So of the analysis of words and sentences.

Let the letter A, for instance, be analyzed, and the child shown the three different lines that compose it, two meeting at the top and slanting downwards to the right and left, and one crossing them at the

centre—and thus go through with the whole. By thus taking the elements of the letters and making the straight and curved lines that compose them, describing each, the scholar becomes deeply interested, and the first process of clear intellectual culture is carried on. The understanding, taste, imagination, are all cultivated, as well as the *memory*, which is the only one that is usually exercised, as if the child had no other faculty.

The same principle is applied to numbers. In some of the schools, the teachers would ask, "What is Notation?" and get the usual answer, and pass along without any analysis of it, or any questions in reference to the meaning of this word of Latin derivation. But the faithful teacher, as in one or two instances, would take up the elements of it; would cause the scholars to put, for instance, a *unit* on the board, representing one object, as a book, or pencil, and tell him that this was a unit of the *first order*. He would then place another at the *left* of this, being a unit of the *second order*, and denoting ten times as many as that of the first, and yet one unit as much as the first; just as a ten dollar bill is *one* bill with ten dollars in it. It is one unit ten times larger than the first. And so one in the *third place* is a unit of the third order, or one hundred times larger than the first; and is yet a single *unit*, as a hundred dollar bill is *one* bill containing \$100. These three orders of units constitute the first, or unit period, as unit *one*, unit *ten*, unit *hundred*. The same may be said of the other periods; as unit thousand, unit *ten* thousand, unit *hundred* thousand.

The same principle of notation appears in compound numbers. For instance, in English money we have the unit *farthing*, or unit of the first order; the unit *penny*, or unit of the *second order*, and four times larger than the first, as a *four dollar* bill is four times the value of a one dollar bill, and yet is *one* bill; the unit *shilling*, or unit of the *third order*, and twelve times larger than the second order, and forty-eight times larger than the first, as one bill of forty-eight dollars in value, &c. The same is true of all the weights in compound numbers. In this way let the scholar take up each element step by step, until the whole subject of writing figures is mastered. And it can be done in no other way. Let the whole of arithmetic be carried out in this method, and the imagination and understanding and memory would be disciplined, and the subject finished for the practical uses of life. We take these *simple* illustrations because nearly all of our teachers fail here, and because it is so necessary to lay foundations, if we would have a noble superstructure.

Many teachers, who took much pains with the older scholars, spent but little time with the smaller ones; not taking up all these little

elements that lie at the foundation, and illustrating on the board and in other familiar ways ; whereas, the younger classes should have received the greatest share of time and attention. The committee feel that this is the most vital point in reference to the success of our schools ; and they would suggest to teachers the great importance of attending to the subject, either at the *Normal School*, if they can go through a course there, or with an experienced teacher, or perhaps, by reading such works as "*The Normal*," by Holbrook, and others of the same kind, that are now before the public. And especially should every teacher take the *Rhode Island Schoolmaster*, where there are many excellent suggestions on these and other points, that they should avail themselves of.

Providence.—Distinctness of utterance can be gained in no other way than by the daily drilling of the vocal organs, on the most difficult combinations of letters. This should be begun and continued by the youngest classes in all our schools. It can be shown to an absolute certainty, that children in our primary schools, by being properly drilled, can be taught not only to pronounce rapidly and correctly the most difficult words, but also to spell them without hesitation.

As has been often stated, the first and most essential characteristic of good reading, is a clear and distinct articulation. This must be acquired in our intermediate and primary schools, or it never will be acquired at all. The habits of early youth remain fixed, and it is almost impossible to change them. Inflection, emphasis and a proper modulation of the voice, can never be learned understandingly until children comprehend fully the meaning and force of the words they utter. They may be taught how to read correctly particular sentences, and when to give the rising and when the falling inflection, and what particular words to emphasize ; but, unless they learn, at the same time, how the meaning of each sentence may be varied by changing the inflection and the emphasis, it will be of but very little use in enabling them to read correctly other sentences.

One prominent cause of the faulty reading in our schools may be attributed to the habits children form when reading silently at home. Most children read in a very rapid and cursory manner, without attending to the full meaning of the words. So long as this practice continues, the efforts of the teachers will be rendered comparatively useless. It has already become a question of serious moment for parents to decide, not only in regard to the kind of books their children shall read, but *how* they shall read them."

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North Providence.—We are decidedly of the opinion that those classes which have been kept upon each lesson till they could read it with entire accuracy, according to the model given by the voice of the teacher, have made the best improvement. It has not been recommended to the teachers to read one long lesson till it became an old story; but to have constant advance lessons for study, and these so short that as many of them as need be, might be combined in each review.

Providence.—In some of our schools the teachers think the recess is exclusively for their benefit, when they can rest from their weary toil. Such make a most lamentable mistake, for if they should ever exercise watchfulness and care, it is when children mingle together in the yard, in their play and in their sports. The chief evils attending our public schools are met with here. The coarse, vulgar, and sometimes profane language, is heard here. It is here that the young are in danger of the pernicious and corrupting influences of the older and impure. Teachers should therefore guard against these evils with unremitting vigilance. A constant supervision is necessary, that young children receive no injury in playing with those more robust and stronger than themselves.

XIV. ABSENTEEISM.

Coventry.—It will be seen that some districts are receiving a much greater portion of the public money, according to their average attendance, than others. In some of the larger districts less than three dollars per scholar, was expended; while in some of the smaller ones, fourteen, sixteen, and in one instance, upward of twenty-two dollars were expended last year. The average attendance in the two smallest schools in town, was only fifty per cent. of the number enrolled; which is quite too small, unless some cogent reason can be given for it; and it is recommended that this subject receive due consideration.

Gloicester.—According to the commissioner's report on truancy and absenteeism, in 1856, there were 6,800 persons growing up in this state, *uneducated*, and wasting the money appropriated for their instruction. It appears, also, that of the 549 scholars of this town, at that time, who should have been in the schools, 29 per cent., or 160 were absent, and growing up in ignorance and wasting the time and money given them for education. Also, of the 182 in this village, or

in district No. 5, only 120 were found in the school at all, and with an *average only of ninety-seven* ; a little more than one-half of all that should have been at school.

The *present* number of scholars in this village, may be somewhat less—not far from 170 ; and of this number, as appears from the last year's returns, but 91 were found in the schools, and with an *average* only of 65 ; 32 less than five years ago. About 80 scholars, then in No. 5, were deprived of education last year, and left to ignorance and vice. These facts should certainly arouse parents, and friends of education, to the duty of removing this great evil.

Newport.—Among the causes of failure, we refer to truancy, and the fitful and irregular attendance on the part of many pupils.

Bristol.—We also beg leave to call your attention to the alarming amount of unquestionable absenteeism abounding throughout all parts of our town. After making every reasonable deduction for private instruction, early apprenticeship, and feebleness of physical constitution, and other causes of reasonable absence, there are scores of youth growing up among us, who never darken the door of a school-room. Is there nothing that can be done to diminish and eventually exterminate such a pestilence in our body politic ?

Tiverton.—The whole number of pupils entered in our public schools for the past year, has been 418. The number in daily *average* attendance, has been 295 ; equal to 70 per cent. In the summer the *average* attendance was 63 per cent. ; and in winter, 78 per cent.

Foster.—The register bears marks of the irregular attendance of scholars.

North Providence.—The subject of truancy is one on which we cannot refrain from speaking ; to prevent which, very much depends upon the parents' influence ; but we think the teacher can do much to arrest this evil. He should visit the parents, and show them the importance of a regular attendance at school on the part of their children : should invite them to visit the school-room often ; and should impress upon them the idea that their presence would encourage their children to meet their engagements punctually at school, and stimulate them to an increased interest in their books. Many pupils habitually absent themselves from the closing exercises of a term of study. We think that

this evil can be remedied by an earnest attention on the part of the trustees and teachers.

Scituate.—It seems to be an established fact in most districts of the town, that many of the scholars do not enter the school until the third or fourth week of each term; others withdraw before its close. Add to this, the absences and want of punctuality at the daily sessions, and the absenteeism is truly alarming. These evils can with difficulty be appreciated except by those who have given the subject particular attention. The attendance, according to the district returns, is only about 68 per cent. of the number registered. Thus only about two-thirds of what is intended by our school law is accomplished. In this connection, we would recommend that trustees be required to discharge the duties of truant officers, in their respective districts, and allow no scholar to be absent from school without good cause. The school money, so liberally furnished by the property owners of the town and state, was not intended to be expended unconditionally, or thrown away at the option of the recipients.

Exeter.—Although the attendance of our schools has been more regular than in past years, the irregularity of the scholars in many of the schools, backens their progress very much. There is nothing so unfavorable to a teacher, as this. There are many scholars in almost every school in our town, whose attendance is less than one-half of the term, and some whose attendance is less than one-fourth. The labors of teachers are not only lost on such scholars, but they serve to retard the progress of their class-mates. Guardians and parents are very much to blame for neglecting to send their children to school, when it is their privilege to do so. They are the worst of robbers; for their children are deprived, by them, of getting an education.

Providence.—There would be few truants in our streets, few roaming about in filth, begging and pilfering as opportunity offers, if the teachers in their several districts would unite heartily with the true friends of the poor, in carrying out effectually such benevolent plans for their reform, as might be desired.

Hopkinton.—In looking over the statistics, one unpleasant fact presents itself: that while the number of children who have attended school during the past year has increased, the general average has somewhat diminished. This is not as it should be,

XV. PARENTAL CO-OPERATION.

Little Compton.—The indifference which has so long afflicted a majority of the members of No. 8 school, still continues to hinder its complete success. It is an obstacle that no teacher can overcome without the aid of a right, strong and steady influence emanating from the homes of the pupils.

The want of proper interest on the part of parents, is shown, also, in neglect to co-operate with the teacher, and to sustain and encourage him in his work ; in suffering their children to be often and needlessly absent or tardy ; in taking no pains to know whether they are in school or not ; or what progress, if any, they are making in study ; in visiting the school-room seldom, or never, in the right way, and for the right end. A visit of the parent to censure the teacher for expelling an insubordinate child, and to demand his unconditional restoration, is not well ; it does harm to the child and to the school.

North Kingstown.—While visiting the schools, much satisfaction was given in some ; and in others, many transactions were noticed highly censurable.

The cause of this deficiency in good morals and close application to the studies, is not in every instance attributable to teachers alone ; but to a want of mutual co-operation of trustees, *parents* and teachers.

Tiverton.—It seems to us that an effort should be made, to secure a larger per centage of attendance. Perhaps in no other way can this be more successfully accomplished, than by the co-operating influence of the parent.

It is upon the parent, then, that we must largely depend for the accomplishment of this worthy purpose ; and the removal of that great and terrible evil, absenteeism, from our schools.

North Providence.—We would suggest to teachers, that if not on the line of their duty, it is on that of their interest, to become acquainted, if possible, with all the parents in their district. Get them in debt for calls, to be paid at the school-room. If these are not paid, at least their interest in the teacher will be increased, and their ears closed against any murmurings of the children. Their co-operation will be secured in his exertions to maintain order and prevent unnecessary absences.

The success or failure of a school, for a specific term, may depend

wholly on the teacher; but the relative standing of a school, term after term, depends more on the interest manifested by parents and trustees. If a citizen had invested his capital in a cotton factory, he would not go by it day after day, and never look in to see how its machinery worked and its affairs were managed, even if he did not know how to superintend the concern, or even to tend a loom. A parent may not feel competent to teach the school, or even to recite with the classes, yet he is not therefore excused from the duty of visiting it, to encourage the teacher to faithfulness, and the children to orderly and studious behaviour by his sympathy and presence. So much good has resulted from the partial faithfulness of parents in this respect, that we feel bound to keep it before them.

South Kingstown.—Among parents generally there seems to be great indifference, and but very little interest manifested. Very few visits of parents are recorded in the register. If a farmer intrusts the care of his stock to a stranger, he makes an effort to get a man capable of the charge. Unsatisfied with high recommendations, or even a positive knowledge of his competency, with how zealous an eye does he watch the manner in which such an one performs his duty. How much greater are the teacher's responsibilities, and how much more important are the objects of his charge. The child, too, though small, soon learns to value that which the parents value. If parents, by frequent visits, show that they regard the school-room and its attendants as of vital importance, the child will soon learn to look upon them with the same esteem.

Glocester.—*Another thing necessary for a higher elevation of the schools, is a more earnest and timely co-operation of parents.*

Parents must awake to the great importance of sustaining the teachers in a thorough discipline and training of the schools, and in visiting them, in order to arouse both teacher and scholars to far greater zeal and faithfulness. Let each parent visit the school as often as the committee and trustees are required to do, and a marked change would soon appear in the enthusiasm and progress of the scholars.

The successful schools are always in those districts where the parents are all aroused to the work, not only of providing the means, but also, of visiting the schools, and seeing that the money is laid out to the best advantage.

Burrillville.—The registers of the different schools show a sad lack

of interest, with many parents, in their school, and in the kind and amount of instruction which their children are receiving.

Cumberland.—Parents should visit the school. With some fair exceptions, neglect to visit is a crying sin in this town. The subject only needs to be named to gain universal consent, and yet many confess and sin the more.

In every school-house is going on, from day to day, the most important work in the place; and yet many parents entrust it entirely to the teacher, never gladdening the scene with their smile. Not so would they permit a house or barn or wall to go up, a field to be tilled, or a shop or factory to be run. And what structure can compare with that being reared inside of the school-room? Beside the encouragement and pleasure of the teacher and scholars, afforded by the visits of parents, there is a tone given to the whole concern, which a good educational system can ill afford to lose. It needs, and sensitively feels, the tonic of parental co-operation in all its complicated nerves; its blood flows more effectively when thrown from its proper home—the parental heart.

Let the parents honor the teacher. They usually treat with respect their minister or physician; but how intimately allied is the work of the teacher. Next to the mother, whose high privilege it is to trace the first lines on the canvas of the child's life, is the work of the teacher, whose power over his pupils may be well nigh unbounded. And such are entitled to a high place in the sympathy and respect of the community.

Portsmouth.—The number of visits, from parents and others, in this town, is as follows:—

District No. 1 has had, during the year,	-	-	148
“ “ 2 “ “	-	-	26
“ “ 3 “ “	-	-	11
“ “ 4 “ “	-	-	56
“ “ 5 “ “	-	-	50
“ “ 6 “ “	-	-	87
“ “ 7 “ “	-	-	68
Aggregate number of visits,	-	-	446

XVI. R. I. NORMAL SCHOOL.

Fall River.—The committee, as in former reports, commend the State Normal School to the confidence of all, and hope that while its present efficient and judicious management is continued, it will never suffer in its capacity for usefulness to the State, by any lack of fostering care on the part of our legislature.

Glocester.—In conclusion, we would urge teachers to take great pains in preparing themselves for this important work of teaching. The teacher must have a high standard—must rise higher and higher, and seek for nobler attainments and better modes of instruction, or he cannot long hold his present position, or raise the standard of the schools. If the minister, lawyer, or physician, spend several years *in preparing for the peculiar duties of their profession*, even after they have spent six or seven years in the academy and college; why should not the teacher spend as *many years in learning how to teach*, even after he has mastered the various branches he is called to teach? Learning a science, and *teaching that science to other minds*, are quite distinct things.

How few of our teachers take up the little elements of every subject, and see that the scholars understand them before proceeding to higher subjects.

The committee would suggest to teachers the great importance of attending to this subject at the Normal School.

XVII. NO NEED OF A GYMNASIUM IN THE COUNTRY SCHOOLS.

Barrington.—From present appearances, it will be some time before our children will need an expensive gymnasium to train them to muscular effort and efficiency. With their long walks to school, and free sports at recess, where there is ample space in the fields, or by the water side, for the expansion of their chests, the culture of their voices, and the exercise of their limbs, we anticipate for the naturally vigorous a fair continuance and development of hardihood.

XVIII. VALUE OF SUPERINTENDENTS.

Situate.—It is manifest that a competent Superintendent, who could feel that he was not sacrificing his time in performing what is in too many instances, a thankless task, would be of great benefit to our schools. It would be far better than to entail upon our schools the great disadvantage of being under the supervision of inexperienced committees, if, indeed, the public spirit of that class has not already been exhausted.

EIGHTEENTH

ANNUAL REPORT

ON

PUBLIC SCHOOLS

IN

Rhode Island,

MADE TO THE GENERAL ASSEMBLY,

AT THE

JANUARY SESSION, A. D. 1868.

BY

H. ROUSMANIERE,
COMMISSIONER OF PUBLIC SCHOOLS.

PROVIDENCE:
ALFRED ANTHONY, PRINTER TO THE STATE.
1868.

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ERRATA.

While the Commissioner was unavoidably engaged on professional business in Washington county, during the printing of this report, the persons to whom he committed the proof-reading, permitted the following typographical errors to escape uncorrected:

On page 5, the footing of the State's annual appropriation, instead of "39," should be \$49,997 36.

For "rescources" on page 7, 15th line from bottom, read resources.

For "stimulous" on page 8, 16th line from top, read stimulus.

For "Zahara" on page 21, 8th line from bottom, read Sahara.

For "looces" on page 22, 5th line from bottom, read losses.

For "receipe" on page 22, last line, read receipt.

For "character" on page 23, 4th line from top, read countenance.

For "acurately" on page 24, 8th line from top, read accurately.

For "stimulate" on page 24, 20th line from top, read strengthen.

For "infirmities" on page 24, 22d line from top, read infirmities.

For "encourrging" on page 30, in the first line, read encouraging.

For "to do them practically" on page 37, 8 line from bottom, read to do "things" practically.

APPENDIX.

There is a discrepancy in the spelling of the various selections, which the Commissioner has made from the town reports, owing to the different standards of the committees, some adopting Worcester; others, Webster; while one or two reject both and prefer Johnson.

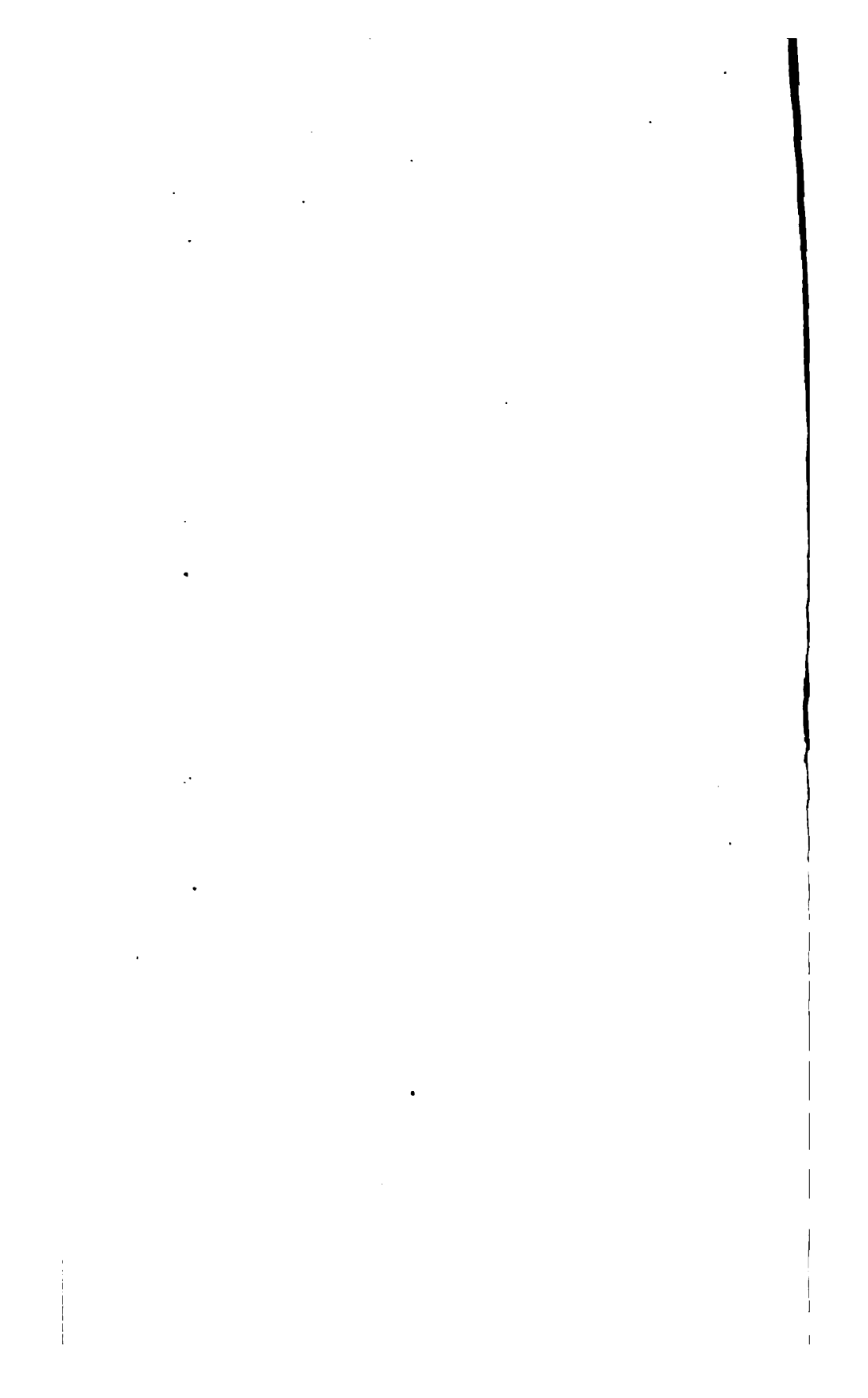
In addition to all this, the printers unfortunately permitted the following errors to pass uncorrected:

For "Naural History" on page 6, of Appendix, read Natural History.

For "imperitively" on page 9, 12th line from bottom, read imperatively.

For "delapidated" on page 20, 3d line, read dilapidated.

On page 20, 20th line, the letter h is left out of the word "without."



ANNUAL REPORT

OF THE

COMMISSIONER OF PUBLIC SCHOOLS.

To His Excellency the Governor, and the Honorable the General Assembly:

GENTLEMEN:—

In compliance with the requirements of the law of the State, I present the Eighteenth Annual Report of the Rhode Island Schools.

During the last eighteen months I visited every town, and every school-district in the State, with the exception of those in the city of Providence which, by statute, are not under the superintendence of the School Commissioner. In a very few instances, the absence or sickness of teachers prevented me from examining their schools.

The day I was at New Shoreham, the schools had been unfortunately dismissed a few minutes before my arrival.

I have always endeavored to commend what I recognized as worthy of commendation, and point out any deficiency in the mode of instruction and discipline.

My advice was, with two exceptions, respectfully received. I feel confident that our school-system is slowly, but steadily improving. In some portions of our State, the liveliest interest is evinced by all the trustees and committees, and *there* the schools will compare well

with those of a similar grade in any State. Similar officials are inactive in a few towns, and *there* the teachers are dormant and the general cause of education is at a low tide.

Teachers' Institutes have been occasionally held with much success. The assemblies were large, and the exercises spirited and instructive. The interest felt in the discussions and lectures of these meetings is a symptom of the inward life of teachers.

The Normal School has continued another year without much variation in the number of its pupils. It is to be lamented that so limited a number of young teachers connect themselves with this Institution, which is fostered by the bounty of the State with the design of rendering it the focus of educational light and heat. There are but 46 scholars at present, though the annual appropriation of \$2,500 is large enough to defray the expenses of training twice that number. Mr. Kendall, the Principal, and his two assistants, have labored with diligence and ardor, and to the satisfaction of the trustees.

The R. I. Schoolmaster has made its monthly visits in nearly every section of the State. It is conducted with ability and with no other hope of reward by its editors than to secure the highest blessings of education to all the children in our land. An educational journal, like this, is indispensable for all who have taken on themselves the care of young minds. A person might as well try to fetter the winds with a rope, as to develop the tendencies of childhood without the aid of a well conducted educational periodical. The annual appropriation from the State treasury for this publication is only \$300.

The following tables show the number of school districts in Rhode Island, the division of the State's annual appropriation of \$50,000 among the several towns, the time of payment of the same, and the number of children, in the towns, under 15 years of age.

The amount of \$15,000 is apportioned equally among the districts, each district receiving \$37,50. The amount of \$35,000 is divided among the several towns in proportion to the number of children therein, under the age of fifteen years.

NAMES OF TOWNS.	No. of Districts.	Apportionment of \$16,000. Payable July 15th.	Apportionment of \$85,000. Payable December 31st.	Total Apportionment.	Population of the Towns under sixteen years of age.
Barrington.....	3	112 50	162 90	275 40	265
Bristol.....	5	187 50	949 71	1,137 21	1,545
Burrillville.....	16	600 00	859 97	1,459 97	1,399
Charlestown.....	7	262 50	194 86	457 36	317
Coventry.....	18	675 00	772 68	1,447 68	1,257
Cranston.....	11	412 50	1,708 87	2,121 37	2,780
Cumberland.....	20	750 00	1,667 06	2,417 06	2,712
East Greenwich.....	5	187 50	510 20	697 70	830
East Providence.....	8	300 00	398 94	698 94	649
Exeter.....	13	487 50	378 04	865 54	615
Foster.....	19	712 50	395 87	1,108 37	644
Glocester.....	15	562 50	466 56	1,029 06	759
Hopkinton.....	12	450 00	587 04	1,037 04	955
Jamestown.....	2	75 00	70 08	145 08	114
Johnston.....	15	562 50	676 17	1,238 67	1,100
Little Compton.....	10	375 00	240 35	615 35	391
Middletown.....	5	187 50	209 61	397 11	341
Newport.....	6	225 00	1,914 79	2,139 79	3,115
New Shoreham.....	5	187 50	330 09	517 59	537
North Kingstown.....	14	525 00	621 46	1,146 46	1,011
North Providence.....	10	375 00	2,487 08	2,862 08	4,046
Portsmouth.....	7	262 50	372 51	635 01	606
Providence.....	23	862 50	9,649 56	10,512 06	15,698
Pawtucket.....	5	187 50	866 11	1,053 61	1,409
Richmond.....	13	487 50	437 05	924 55	711
Scituate.....	19	712 50	845 21	1,557 71	1,375
South Kingstown.....	21	787 50	988 44	1,775 94	1,608
Smithfield.....	86	1,350 00	2,572 52	3,922 52	4,185
Tiverton.....	12	450 00	418 00	868 00	680
Warwick.....	15	562 50	1,779 56	2,342 06	2,895
Warren.....	5	187 50	486 84	674 34	792
Westerly.....	13	487 50	721 66	1,209 16	1,174
West Greenwich.....	12	450 00	257 56	707 56	419
Totals.....	400	15,000 00	34,997 35	49,997 35	56,934

The following table shows the average cost of educating each scholar in the city of Providence, in the five counties, and the average in the whole State.

	No. of Children.	Cost per head.
Providence City.....	7,284.....	\$9 88.
Providence County.....	7,279.....	5 50.
Newport.....	2,185.....	9 01.
Washington.....	2,325.....	5 49.
Kent.....	2,118.....	4 58.
Bristol.....	1,436.....	6 23.
Average in the State.....		7 06.

SCHOOL COMMISSIONER'S REPORT.

THE FOLLOWING TABLES SHOW THE AMOUNT OF MONEY EACH TOWN APPROPRIATED, AND THE AMOUNT EACH TOWN RECEIVED FROM THE STATE TREASURY, FOR THE SUPPORT OF THE PUBLIC SCHOOLS,
FOR THE SCHOOL-YEAR ENDING APRIL 30TH, 1862.

NAMES OF TOWNS.	Amount received from the General Treasury.	Amount of Town Tax.	Registry Tax and other sources.	Rate Bills.	Balance unexpended.	Total from all sources.	Actual expenditures exclusive of school houses.	Expended on school houses.	Amount of Tax next year.	State appropriations for next year.
PROVIDENCE COUNTY.										
Providence.....	\$10,871 91	\$53,800 00	\$8,641 85	.....	.....	\$68,318 26	\$68,318 26	.....	\$55,000 00	\$10,512 06
North Providence.....	2,240 15	5,000 00	720 00	.....	\$60 02	8,020 17	7,900 17	.....	5,000 00	2,862 08
Smithfield.....	4,136 73	4,500 00	832 96	.....	31 24	9,500 93	9,500 93	.....	4,500 00	3,922 52
Cumberland.....	2,344 17	2,500 00	898 26	.....	50 00	5,792 43	5,742 43	.....	2,500 00	2,417 06
Scituate.....	1,753 79	900 00	263 00	\$181 42	1,086 22	4,134 43	3,262 85	.....	900 00	1,567 71
Cranston.....	1,367 68	3,500 00	500 39	.....	.....	5,368 07	5,368 07	.....	3,000 00	2,121 87
Johnston.....	1,288 22	700 00	298 98	.....	.....	2,282 15	2,303 56	.....	700 00	1,238 67
Glocester.....	1,197 78	400 00	244 72	.....	27 60	1,870 10	1,798 90	.....	400 00	1,029 06
Foster.....	1,202 40	237 68	169 96	48 23	569 90	2,228 17	1,533 88	.....	237 68	1,108 37
Burrillville.....	1,478 10	1,000 00	252 75	.....	57 52	2,788 37	2,731 29	.....	1,000 00	1,459 97
East Providence.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	698 94
Pawtucket.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,063 61
Totals.....	\$27,880 93	\$72,537 68	\$7,817 32	\$229 65	\$1,832 50	\$110,298 08	\$108,454 84	.....	\$73,237 68	\$29,981 42
NEWPORT COUNTY.										
Newport.....	\$2,351 00	\$8,600 00	\$412 00	.....	.....	\$11,363 00	\$11,532 00	\$1,123 00	\$9,000 00	\$2,139 79
Portsmouth.....	725 00	400 00	168 00	\$547 95	\$50 00	1,885 95	1,885 95	.....	400 00	685 01
Middletown.....	880 74	500 00	58 27	424 14	.....	1,368 15	1,368 15	700 00	500 00	397 11
Tiverton.....	981 59	1,000 00	99 86	.....	.....	2,081 44	2,081 44	.....	500 00	968 00
Little Compton.....	739 53	500 00	42 89	292 80	.....	1,564 31	1,530 31	.....	500 00	615 35
New Shoreham.....	590 04	184 65	88 40	240 00	.....	1,073 09	1,073 69	47 00	172 57	517 59
Jamestown.....	143 81	35 00	22 00	142 19	8 64	351 64	843 00	.....	35 00	145 08
Totals.....	\$5,882 31	\$11,219 05	\$881 41	\$1,036 67	\$58 64	\$10,078 08	\$10,364 04	\$1,875 00	\$11,107 67	\$5,317 98

WASHINGTON COUNTY.											
South Kingstown.....	\$ 1,765 26	\$ 481 00	\$ 417 88	.....	\$ 239 56	\$ 2,903 20	\$ 2,785 79	.....	\$ 481 00	\$ 1,775 94	
Westerly.....	1,160 74	331 64	195 80	.....	.....	1,687 68	1,087 68	.....	331 64	1,209 16	
North Kingstown.....	1,247 27	450 00	277 66	.....	.....	2,272 76	1,077 11	.....	450 00	1,146 46	
Exeter.....	929 65	216 10	140 15	\$ 15 44	304 51	1,605 85	1,210 80	.....	216 10	865 54	
Charlestown.....	516 04	123 69	87 60	880 08	107 80	1,214 01	1,129 50	.....	123 69	457 86	
Hopkinton.....	1,114 42	330 00	165 19	98 43	.....	1,698 04	1,599 61	.....	330 00	1,037 04	
Richmond.....	915 75	300 00	145 65	.....	13 45	1,374 85	1,378 48	.....	300 00	924 55	
Totals.....	\$ 7,648 18	\$ 2,232 33	\$ 1,418 83	\$ 493 95	\$ 963 14	\$ 12,756 38	\$ 11,418 92	.....	\$ 2,232 33	\$ 7,416 05	
KENT COUNTY.											
Warwick.....	\$ 2,329 84	\$ 1,500 00	\$ 1,063 00	\$ 112 50	\$ 259 64	\$ 5,267 98	\$ 4,768 68	.....	\$ 1,500 00	\$ 2,342 06	
Coventry.....	1,529 77	420 50	372 90	23 84	262 03	2,609 04	2,310 04	\$ 25 00	450 00	1,447 68	
East Greenwich.....	739 12	400 00	141 95	126 00	.....	1,407 07	1,407 07	.....	400 00	697 70	
West Greenwich.....	783 88	162 35	145 23	.....	184 10	1,275 56	1,112 15	.....	162 35	707 56	
Totals.....	\$ 5,382 61	\$ 2,482 85	\$ 1,726 08	\$ 262 34	\$ 705 77	\$ 10,559 65	\$ 9,597 94	\$ 25 00	\$ 2,512 35	\$ 5,195 00	
BRISTOL COUNTY											
Bristol.....	\$ 1,332 00	\$ 3,899 16	\$ 603 84	\$ 807 00	.....	\$ 6,707 00	\$ 5,003 87	\$ 605 90	\$ 5,500 00	\$ 1,137 21	
Warren.....	774 64	2,300 00	135 27	169 97	\$ 316 94	3,696 82	3,250 61	71 15	1,800 00	674 34	
Barrington.....	263 26	300 00	33 43	139 32	60 00	796 01	784 05	.....	300 00	275 40	
Totals.....	\$ 2,369 90	\$ 6,499 16	\$ 837 54	\$ 1,116 29	\$ 376 94	\$ 11,199 83	\$ 8,988 53	\$ 677 05	\$ 7,600 00	\$ 2,086 95	

* East Providence and Pawtucket were annexed to Rhode Island near the close of the school-year, and will not, of course, make any statistical returns until next spring.

RECAPITULATION BY COUNTIES.

Providence County.....	\$ 27,890 93	\$ 72,537 68	\$ 7,817 32	\$ 229 65	\$ 1,382 50	\$ 110,298 08	\$ 108,454 84	.....	\$ 73,237 68	\$ 29,981 42	
Newport County.....	5,882 81	11,219 65	881 41	1,686 67	58 64	19,678 68	19,864 04	\$ 1,875 00	11,707 57	5,317 93	
Washington County.....	7,548 13	2,232 33	1,418 83	493 95	963 14	12,756 38	11,418 92	.....	2,232 33	7,416 05	
Kent County.....	5,382 61	2,482 85	1,726 08	262 34	705 77	10,559 65	9,597 94	25 00	2,512 35	5,195 00	
Bristol County.....	2,369 90	6,499 16	837 54	1,116 29	376 94	11,199 83	8,988 53	677 05	7,600 00	2,086 95	
Totals.....	\$ 49,163 88	\$ 94,971 67	\$ 12,681 18	\$ 3,738 90	\$ 3,036 99	\$ 164,492 62	\$ 158,324 27	\$ 2,577 05	\$ 97,289 93	\$ 39,997 85	

WAR AND SCHOOLS.

There is blood on our educational altars. The present war has invaded our institutions of learning, and carried away many brilliant mental trophies. Foremost in the battle of Newbern, and while on the verge of a glorious victory, fell the late principal of the Woonsocket High School, Lieut. H. R. Pierce. Endeared to his intimate friends by an honest, manly life, he has become sanctified in the gratitude of his countrymen by a valiant death. His history will henceforth be read in the weeping eyes of his scholars, and the mourning hearts of a whole community.

Every portion of Rhode Island has sent its live tribute into the army of the Union. Many names I cannot now recall, but among those that I remember, are Edwards, Remington, Spencer, Lansing, and Tillinghast, of Kent County, Lillibridge and Davis, of Washington, Mowry, Inman, Thurber, and Burlingame, of Providence.

CHANGE OF DISTRICTS.

Last year there were 392 school districts. There are at present 400. Johnston has one new district. By the recent change of boundary-line, Rhode Island has lost the town of Fall River with its six districts and 1232 children under 15 years of age, and has acquired Pawtucket with 5 districts and 1409 children, and East Providence with 8 districts and 649 children under 15 years old. The result is a gain on the part of our State of 7 districts, and 826 scholars.

NEW SCHOOLHOUSES.

A large and well arranged school-edifice has recently been erected on "The Point," in the city of Newport. The Hon. Daniel Evans, of Glocester, has built a convenient schoolhouse, and generously offered the free use of it to his neighbors in district No. 2. District No. 8 in the same town has also finished a pleasant schoolhouse. The Hon. Henry M. Young, of Johnston, has lately built a schoolhouse in district No. 15, and liberally proffered the free use of it to the district. These two examples of enlightened philanthropy deserve to be rescued from oblivion, and forever emblazoned in the history of the cause of education. Men of pecuniary ability sometimes oppose the building of schoolhouses to take the place of rooms not good enough

for barns, while men of smaller means cheerfully tax themselves for the same objects. Much credit is due to these two men who, not waiting to be taxed, step forward and create out of their abundance an inviting fountain where youth shall slake its thirst for knowledge. Let every ingenuous young soul as he lifts the water to his lips, forget not to honor the memory of his benefactors.

Three commodious and pleasant schoolhouses have been built in East Providence, since its entrance into the State. District No. 1, in Burrillville, after a war of plans and purposes, has ended its difficulties by a compromise honorable to both parties, and has completed a sightly and well arranged house.

SCHOOLHOUSES NOT WELL VENTILATED.

There is much negligence in regard to the ventilation of crowded rooms. It seems to be forgotten that fresh air is always essential for the prevention of languor in scholars, and of headaches and drowsiness in teachers. Children need, during study-hours, the stimulous of a pure atmosphere, and it ought not to be too hot, or too cold, — neither melting them with dry, parched currents from a red-hot stove, nor freezing them with wintry blasts from an open, broken window.

Let me respectfully remind young persons, that they are very apt to violate the laws of health in this particular, almost as soon as they cross the threshold of their professional career. I have, while listening to very interesting exercises of different classes, often suffered from the closely confined air, and sultry temperature of many schoolrooms. If teachers would frequently step outdoors for a few seconds, and, on their return, notice the temperature of the air, they would acknowledge the propriety and justness of what has been said on the importance of a better ventilation.

Let all who have the guardianship of young children never forget that the whole amount of the blood in every person circulates through his heart fourteen or fifteen times in one hour! And the blood always loses a portion of its purity during its passage through the veins of the body, and can be renovated only by being brought again in the lungs into contact with a pure, vital atmosphere. A hundred human furnaces, or lungs, will soon burn out the vitalizing powers of the air in a small room, and load it with many noxious vapors, unless there are ventilators for the escape of those effete gases and the entrance of fresh, life-sustaining forces. The taint, thrown into the respiratory

apparatus may not be experienced at once, but when the injury is endured week after week, the most fatal consequences must at last ensue. No trustee is loyal to his oath of office, unless he watches over the health of the scholars, as well as the comfortable appearance of the school-edifice. No one, who trifles with the physical well-being of the little intelligences committed by parents to his care, ought to escape the indignation of injured fathers and mothers, however cultivated his intellect, fascinating his manners, or amiable his disposition. Sometimes a teacher, who understands what is necessary for the health of children, is compelled to let them suffer from vitiated air, because a trustee has packed a hundred scholars into a room, not large enough to contain sixty comfortably. There is no judgment in such an arrangement. A schoolroom ought always to be one of the best arranged, most agreeable, and healthy places in town.

TEACHERS CHANGED TOO OFTEN.

A successful reaper in the harvest-field of the mind should not be dismissed. Fickleness in a private individual is a great detriment to his character. Fickleness in the management of a district, is a crime against humanity. A new trustee almost always introduces a new teacher; and a new teacher introduces a new policy.

First comes Mr. Prim, a precise young gentleman, as solemn as an owl, and nearly as wise; his gestures are angles, his legs as stiff as a pair of brass compasses, and his body as flexible as a barber's pole. He never understood a witticism, and repels every joke as an insult to his dignity. A frown is his climax of wisdom. He never relaxes his gravity lest a smile might plant an ineradicable scar on his visage, and tempt his scholars to too much familiarity.

Mr. Softly followed. His big mouth was always grinning, his little eyes always leering, and his india-rubber backbone always bending. As feeble as the microscopic insect that flutters in the sunbeam for its life of an hour, he attempted to do little, and did less.

Mr. Snapdragon was the third teacher. He was always in an idle hurry; his passions were gunpowder, and his ordinary voice was a rich snarling tone. Some men see nothing but good qualities in their young associates, he saw nothing but bad ones. He attempted to scold into their sensitive nature a patience that he had never felt, and prated about the duty of obedience and gentleness in a harsh growling tone of voice that would have done honor to a bear bereaved of

her whelps. And so on through the term, until the amazement of the whole school sank into indifference, and indifference into downright hatred.

There can be no regular culture, when these changes occur frequently. The discipline becomes vacillating, all knowledge is broken into disordered fragments, and every result is at war with the dictates of common sense.

The policy of the last one is frequently the opposite to that of his predecessor. Hence what was bad in one by accident, will be continued by another from design. Excuses will usurp the place of performances. The unmerciful teacher will say that he is simply just; the hasty, that he is only active; and the sluggish, that he is merely cautious.

NON-ATTENDANCE.

In my last report I alluded to the very large number of children who never attend any school. Some are wilful truants; others so oppressed with poverty as not to be able to dress in a decent school-attire; and the remainder are detained at home, as laborers in mills or on farms, to help support their needy parents. Whatever the causes, the public has suffered, and will continue to suffer, from the brood of absentees, who often seduce others from the halls of public education, thus not only destroying all honorable ambition in themselves, but rending away the hopes of future usefulness from their unhappy playmates. Ignorance is generally the parent of idleness, viciousness, and dissipation. An uneducated man is rendered less influential and useful, just in proportion to the depth of his ignorance. A man is often an active member of society when he is taught to labor with his hands alone; but how much more profitable to himself and to society is he, when his mind is so cultured as to work in conjunction with his hands. Intelligent labor is the best capital in a State; but unintelligent labor is a foe to public peace and prosperity.

The community would be shocked if six thousand children ran daily away from the healthy and nutritious food on their parents' tables, in order to gorge their morbid appetites on the carrion in the highways of a crowded city. Yet with what unconcern, and almost heartless indifference, do we regard the fact that six thousand children in this State refuse to eat of the manna furnished by our common schools. These deserters from the army of light and right will event-

nally become dangerous from their constantly increasing numbers. Though they flee from the educational forces of the State, yet they are the recipients of unnumbered evil mental influences. They do not grow solitary, like a majestic pasture-oak, but flourish like the thick rank vegetation of swamps. They are never out of the abyss of temptation. Every wrong word that falls on their ears, every vicious spectacle that appeals to their eyes, and every touch they receive from the hands of maturer reprobates act perpetually with a merciless power over their prurient minds and careless hearts. Thus it is that a mass of humanity is thrust every year into the world, not into a life of progress, but of constant degeneracy; not of moral power, but of evil passions; not of self-examination, but of utter self-abandonment.

The number of children registered during the year was 29, 335; the average attendance was 22,627; the absentees, 6,708.

These absentees, though a majority were born in the State that has given birth to statesmen and scholars, unless they are compelled to attend the public schools, will grow up in utter unconsciousness of the fact that no man can wisely exercise the right to vote, unless he is instructed as to his duties to the country, and that he cannot be instructed as to these duties, unless he has received at least the elementary branches of education. The only basis of a commonwealth is the developed minds of its sons and daughters. Hireling legions could not save imperial Rome. A few very learned men could not prevent Greece from rushing to her own destruction. In our republican country there can be no sure hope for the permanent prosperity of the people, and for the welfare of the government, unless education is as free as air, and universal as light. In republican Switzerland, every parent is obliged to educate his children, in a practical manner, either under the family-roof, or in the public schools. In free Rhode Island, six thousand children are permitted to grow up without education.

TOWN SUPERINTENDENTS.

Prevention is better than cure. This proverb is no less applicable to schools than individuals. To prevent disease implies a knowledge of the laws of health. If improvements are to be effected in our common schools, the first step is to ascertain the wants to be supplied, and the errors to be avoided. A remedy can be found in a system of

intelligent supervision. Committees are not always the most learned personages, though for the performance of their duties they ought to be accurate scholars in theory, and apt ones in practice. If there be no one of the requisite endowments on the committee, then a capable superintendent ought to be, by them, appointed. He, by preventing mistakes and blunders, will accomplish an amount of benefit to the schools, which, in contrast with the small expense of his salary, will be as disproportioned, as is the aggregate of commercial wealth, compared to the trifling cost of the lighthouse by which it was saved from wreck. It is desirable that every town shall appoint a superintendent for the weekly inspection of the schools. Such an agency would give a wonderful impetus to the cause of education. The fitness, or unfitness, of every teacher would be at once demonstrated. No one then could with impunity lavish so much time on a few favorites, like the manager of an English seminary, who, Dickens asserts, always gave his smiles and prizes to the lad that had the most brothers! There is no other mode of correcting certain evils in our school than by the adoption of a complete system of supervision. By what other means can text-books be made more uniform, a better style of grading classes adopted, and newer plans of instruction created. Teachers need some breakwater of this sort to protect them from the assaults of ignorant parents in their efforts to introduce necessary reforms. There are at present in nearly all institutions of learning too many text-books, too many classes, too much irregularity of attendance by scholars, and too much that occurs therein, in which trustees and committees feel little or no interest. What is everybody's duty is done by nobody; but when one has a special duty to do, the eyes of all the rest will be vigilant for his defects. Hence the examination of schools will be more wisely provided for, if the committee delegate that function to an accomplished superintendent. He would not blindly follow old customs, and would not make war on those who followed the dictates of their natures in their intercourse with juvenile friends. Teachers ought to be allowed more freedom of action; they have sensibilities that rebel against unjust criticism, and educated minds that too often detect the fallacies of their patrons; yet they are often compelled to be silent though they are not convinced, and to suffer without the liberty to utter a complaint. A conscientious and sensible superintendent would be an interpreter of the wants of the community to the teacher, and of the rights of the teacher to the community.

TOO MANY STUDIES.

The multiplicity of studies, owing to different text-books, is a growing evil. There are sometimes more classes than scholars. In one school of 18 pupils, there are 20 classes, and a similar cumbrous classification pervades others. The confusion of sounds at Babel was a type of these confused recitations. Parents, listening to their desires rather than to their own judgment, demand the promotion of their prodigies in pinafores and round jackets to studies, fit for the maturer capacities of young men and women. They fancy that their young brains are so many steam engines, to be fed indefinitely with fuel, and the teacher is expected, like an engineer, "to obey orders," to keep the fire burning, and to hasten the speed, though he knows full well that increased speed can be attained only by a destructive cost of running gear, and that the waste will finally surpass the supply. In a narrower range of studies, it would be easy to review classes oftener, not for the dress-parade of examination-day, but for a thorough every-day drill. The old fashioned drill has partially been lost in our modern schools. Classes formerly were drilled constantly in the elementary branches of spelling, reading, and grammar. If more in bulk is now taught, there is surely less value placed on the quality. The fault is not so much in the instructor as in the system. Though there is a larger number of studies, yet a shorter period of time is assigned for the completion of education. Parents are too impatient, and expect too much. Committees do not investigate the cause of these failures: and the school-master, not encouraged and upheld in his endeavors to dig up the weeds, finally determines to let things move and flourish after the model of his predecessors.

MONOTONY.

Teachers often sink into a tiresome sameness. Their explanations are prolonged dullness, their enunciation an unbroken stretch of monotonous tone, and their manner passionless and unvaried, however unlike the occasions. Children are an imitative race. As a natural consequence, they are infected with diseases similar to those in the minds of their superiors. Habits cling to and grow around emotions and impulses as often as around actions and thoughts. When the preceptor is wide awake, his school will be wide awake. If he kindles into animation with his duties, the school will blaze with a sympathetic in-

terest. It is essential then to speak to children in a firm, pleasant and lively voice, or they will become dull and drowsy. The presence of a person who enters into his vocation with a heart-warming earnestness, will scatter electricity all over his associates. No one can be torpid in his company. His words will be sunshine ; his smile, music ; and his every example, an inspiration.

PARENTAL ASSISTANCE.

No school can make rapid and persistent advances towards perfection without frequent visits from parents. Institutions, that never share the sunny rays of parental co-operation, are like grim flowers that are trying to vegetate in utter darkness ; the floral form exists, but the hues, how pale and sickly. There are some fathers and mothers who evince no interest in the studies of their children. An honest yeoman, whose mind was small, though his farm was large ; and whose imagination was empty, though his barn was full,—when asked if he ever questioned his offspring about the extent of their studies, or ever visited their school, replied indignantly,—“ No ! them things haint my business ; the teacher is hired to do that ; he would’nt help me work for nothing ; and I wont help him, because, too, I haint got no time neither.” That is it. No time to watch the secret springs of action in their young breasts ; no time to open a vein, and bleed their vices to death ; no time to direct the course of faculties that every word and every accident are moulding for good or ill ; no time to graft into their memory habits of fixed thought so that their affections might bring forth fruits manly, wise and enthusiastic.

Parental love, true enlightened love, is not an emotion that expires the moment the younglings of the heart have crossed the threshold of home, on the journey to the place of study.

All very considerate parents will make frequent visits to the school, and examine into the daily progress of the children by pointed questions, while the whole family are seated around the evening fire. If a child is dull, they prompt him to greater activity ; if diffident, they fill him with encouragement ; if too presumptuous, they stir up in him ideas of meekness ; if he has great talents, they lead him to a consciousness of the important fact that great talents always impose on the possessor very heavy responsibilities ; if he is poor, they show to him that no earthly inheritance is so valuable as well-disciplined passions, and no fortune so favorable to integrity as industry, wedded to

contentment. Such parental influences, when incorporated into the mental structure of children, are far more advantageous to the possessors and to the world, than were the boundless wealth and power of an oriental queen, who wasted the revenue of the first conquered province upon her head-dress, those of the second upon her girdle, and those of the third upon her jewels.

Mothers were not deemed worthy of education in the ancient world. Religion then was superstition; government, tyranny; and education, error. The legitimate results of all these agencies may be read in the history of old empires,—in sunken Tyre, fallen Babylon, and desecrated Palestine. If our land is to escape so disastrous a destiny, it will be due, under Divine Providence, to a system of education, begun at home under the eye, and finished in public schools under the frequent inspection, of intelligent parents.

There is nothing in any plan of education much above or below the level of the public opinion that warms it into existence. A poor school cannot be maintained long in an enlightened community. An excellent school will not be properly appreciated in an ignorant community. Hence, the grade of education, upheld long in a district, is but so much of the digested intelligence of the age as the people of the district are able to contain. If districts complain of educational evils, which parents never choose personally to investigate, and censure a teacher, though not one of them visits his school, I ask of what value is such district-criticism, and where is the remedy for the evils complained of? That schools can flourish, when nobody cherishes any interest in them, is an absurdity equal to that of the fop who protested that he had no vanity, or the coquette who declared that she had no affectation.

A schoolroom, that never vibrates to the tread of fathers and mothers, is a gloomy place. The teacher grieves without sympathy; works without aid; struggles without a blessing; and instructs without gratitude.

MUSIC.

Music stimulates the desponding energies of every human being. Children are very sensitive to its sweet influences. Just sound a fife, or strike a drum in a village, and all the little ones will soon run together; the girls beating time to the martial airs with their glowing hearts, and the lads with their iron-shod heels, as they are reminded

of their fathers and brothers on distant battle fields. Children usually welcome the hour of sleep with song, and wake the whole house at early morn with gladsome notes. It is this instinctive tenderness to harmony that renders music indispensable to our public schools. An institution of learning, like those in our rural districts, without an occasional lively song to thrill jaded nerves with joy, is a melancholy scene, like an eye without the sense of sight, or a summer without the hope of harvest. Singing is a powerful appliance for softening rugged passions, and moulding stubborn wills, in primary and intermediate schools. I have heard with regret that some parents are opposed to singing in our public schools. They assert that the multiplication-table is a panacea for childish humors, and that its repetition would do more by way of enlivening a school than music. Such persons forget that recreation always implies a change from the old and familiar to the new and exciting; the change from the tiresome routine of studies, that call simply the memory and the understanding into action, to some animating song that moistens even sleepy eyes with tears of affection, and excites patriotic emotions in minds not addicted to reflection—this change is indeed recreation.

A very excellent father, when enquired of how he educated his large family so that all appeared really happy and amiable, replied—"I taught all of my children to sing at an early age. When provoked by each other, or by some playmate, or when disposed to gossip, I immediately requested them to sing some generous, ennobling song, and so they sang themselves into a better state of mind, and acquired the art of drowning every trouble in a sea of melody." Persons, who cannot be frightened by threats, or led by argument, are often led captive by strains of music. How profoundly wise was that English statesman, who declared that if he desired to rule nations effectually, he had rather write their ballads than their laws.

READING.

There is very little natural and effective reading in our schools. Very few teachers are good readers; but every one ought to be a good reader. The teacher is the living model to which the scholars turn their earnest attention, and if that model be faulty in tone, manner, and general grace of elocution, then every reading lesson is a miserable failure. There is no doubt much difficulty in training a class of young readers up even to a fair standard. There are so many old

precepts to be given, so many tedious examples to be rehearsed, such continuous dwelling on the sounds of syllables and the powers of letters, on distinct, sonorous articulation—never suffering even a primary class to sink into a disgusting singsong tone—then what patience is requisite in associating in the listless minds of children ideas of pronunciation, inflection, accent, quantity, time, pitch, and pauses; and all these points are to be attained sometimes by overcoming such natural defects as indistinct or husky enunciation, hurried or drawling speech, or sharp screaming tones. To effect so much, demands more knowledge of elocution than many masters possess. Many large scholars, from a false pride, will not make any visible exertion to profit by the directions of one perfectly competent to teach them an effective style of delivery. Many leave school with no faulty accents corrected, and no offensive tones subdued.

How much of the happiness of school-intercourse is nourished by a sweet tone of voice! The teacher may at times be touched with grief or anger, but he should not betray the presence of such unwelcome guests within by any harsh or petulant tones. A shadow may pass over the countenance, but let it not drop gloom over that voice which is addressing little children. It is the tone, rather than the word, that often thrills children with the keenest pain or pleasure. Those teachers, who comprehend this sympathy of sounds, ought to keep out of their schools those tempestuous and disagreeable exercises of the vocal organs to which too many scholars are inclined. While they are remedying the tendency to unnecessary noise, let them avoid the other extreme of low, stifled, almost inaudible muttering, in their reading-classes.

A finished elocutionist has endless resources of happiness for himself and his fellow beings. His richly cultured voice will invite even the dumbest ear to drink in the spirit of poesy and prose. He will be able, when reading aloud the works of poets and orators who died centuries ago, to enter into the interior life of the souls of his hearers, and force them to forget time and place, as his kindling tones awaken their deepest sensibility for freedom gained, and their fiercest indignation for freedom lost, as either Roman traitors fell, or Roman patriots conquered. Children must have frequent practice, at least daily, if not hourly, until their vocal organs are under the mastery of their will. They must early begin to give themselves up to the spirit of the reading-lesson, turning their voices into harps which that unseen spirit is to modulate,

WRITING COMPOSITIONS.

No one's education is complete until he is able to transfer his sentiments correctly to paper. Success in writing compositions always depends on frequent practice. Yet some teachers never, while others very seldom, demand of their pupils such intellectual exercises. The simplest subjects ought always to be selected at first; such as, a description of a menagerie, a journey to a neighboring village, the visit of a friend, an account of a thanksgiving fair, or a New Year's holiday, a synopsis of a reading lesson, a brief account of the habits and appearances of familiar domestic animals, of the localities of wild flowers that grow near the banks of rivers or ponds, and such as are always found in dry or elevated spots, the class of insects, birds, and butterflies that make their appearance at particular seasons. These subjects generally arouse the attention of all children. Compositions of this character will not only develop their faculties of observation, but also train them to embody their knowledge of orthography, penmanship, and the principles of English grammar into pleasing as well as substantial forms. While the eye is stirred up to grasp the beauty of an object, the mind is equally stirred so as to express those sensations in correct language. Children need much encouragement in their first efforts in this line, and their errors must be pointed out, and corrected with the most friendly and affectionate criticism. The first awkward and timid attempts of a young bird to fly, resemble very much the ungainly diffidence with which young persons generally try to write compositions. Parents, while they ought ever to be willing to assist their children; should never tell them what to write, but rather show them *how* to observe, and *make inferences*, to point out to them the mental food they are to appropriate, and not to eat it for them. After a firm base has been laid in habits of observation, it will be quite easy to rise to a higher style of thought, to expressions of ideal beauty, to utterances of those colorless conceptions in which the head writes a history of its slow advances toward infinite truth, and of those passion-stained sentiments in which the bruised heart sings requiems over lost happiness.

FEMALE TEACHERS.

The sphere of woman is always that of an educator. Either in her home-circle, or in a school, her words are deeds, and her examples, full-orbed teachers. The father may *convince* his children, but the mother

only can train them to *feel*, that right is always a duty, and duty always a pleasure ; that the human mind is never noble, save when it conquers desire by conscience ; and that the will is never Godlike, save when it is deaf to itself, and listens only to God. The best and noblest women have ever felt the greatest delight in the culture of young minds. As the chief administrators of home as well as early school-education, women have a mission as important as truth, as wide as conscience, and as eternal as the human mind.

Many school committees entertain the mistaken idea that men are always required for winter-schools, while females will do well enough in summer. The successful management of any school demands considerable firmness of purpose, control of one's own temper, and an instinctive talent for teaching. Have men generally these striking traits of character as strongly developed as women? I admit that there is a levity in some few females that interferes seriously with the right execution of their duties to the young. But the larger number are superior to men as teachers, although the latter may possess a wider experience and knowledge. The innate talent in females as teachers—a talent that knows how to analyze the motives of children, and control those motives into appropriate action—is valuable in this, that, unlike great genius in men, it does not isolate its possessor upon an inaccessible glacier of pride and self, but it stoops to scatter its bounties on all children alike, on the dull and gifted, on the deformed and beautiful. There is not a winter school in Rhode Island, however crabbed and knurly its materials, which is not controllable by female genius. Woman's hands may not be brawny enough to knock down a refractory scholar, but woman's pleasant voice and honor-inspiring smile will convert his refractory will to obedience and order. Woman's hands may not be strong enough to print marks of violence on the body of some dull lad, but woman's tact will engrave indelible marks upon that heart which severe blows would only harden into revenge, and open in him bright aspirations which brutal punishment would be sure to quench forever.

Women are better qualified for sedentary avocations than our sex. A school demands the operation of the finest forces of the mind, rather than the coarse muscles of the body. Great physical force in a teacher is a superfluity ; but activity of the senses is a necessity. A man may have physical vigor enough to lift an ox upon his shoulders, and yet be too weak to drag a motive from its hidden cell in the mind of a shrewd lad. To do the latter, requires a tact that God alone gives. Women

generally are born teachers, for their weapons are the affections, and their victories those of mind over matter. From the hour that the little girl attempts to teach her little doll, to the other lustrum when she teaches her baby brothers and sisters their alphabet, all her experience and the natural play of her emotions show that her genius as a teacher runs parallel with the development of herself as a thinking being. Wisely have some towns confided the trust of developing the minds of children almost exclusively to females. In the city of Providence out of 148 teachers, 138 are females. In the town of Cranston there is not, at the hour that I am writing this report, a single male teacher. In Newport there are 26 female teachers and 3 males. In Warren there are 14 female teachers and 4 males. In Bristol there are 12 female teachers, and 4 males. These facts will prove to those rural districts, which appear to be so afraid of females in winter, that the best schools in the State are in those very sections which employ a large majority of female teachers. What is appropriate for towns is appropriate also for villages; what does well for a city will do well for the country.

Mr. Philbrick, the very able and active superintendent of the public schools in Boston, states in his last report that there are 545 teachers in that city, and of that number 490 are females.

QUALIFICATIONS OF TEACHERS.

AFFECTION FOR CHILDREN.

A lively natural affection for children is indispensable for the highest success of an educator. Not that such innate sympathy will supply any serious deficiency of moral power. What temper is to a knife-blade, leaves to trees, honey to bees, love of children is to teachers. It is an in-coming tide that will fill the smallest haven and the largest bay in many departments of a school. Without this sustaining love, a school must, in times of disappointment, appear like a moral Zahara. The late Dr. Wm. Ellery Channing has stated that it was for many years an inexplicable mystery why he accomplished so little, when he labored so much, as a schoolmaster. On investigating the causes of the success of his rivals, he at last was convinced that they were supported and stimulated by a warmer personal affection for all children, while he had regarded them chiefly as incarnations of intellect, reason, and judgment.

A true, born-teacher is always an earnest, sympathetic, warm heart-

ed worker. Not because he receives a monthly stipend ; not because he is compelled to support his young family by cultivating the rocky soil of a country school ; no, he is led along by no such mercenary compulsion ; he works with delight as he sees that he is contributing something to the public welfare ; he tastes the luxury of improving his own will by victorious encounters with the vicious wills of others. In the difficult routine of the trials and temptations of professional life, how he moves in energy like a giant, in simplicity like a child ; in every dull scholar he recognizes an apparent cross, and in every cross a divine blessing ; and in every beaming genius he beholds a power akin to that of angels. In the midst of so many urgent prompters to continuous struggle, he would not be indolent, if he could ; he could not, if he would.

TEACHERS OUGHT TO UNDERSTAND

MENTAL PHILOSOPHY.

All persons, who read the character of children at a glance, have a great advantage over those who have no intuitive perception of the workings of young minds. Those who have this special tact, generally make a better classification of their students, and decide correctly at once as to the point to which, each term, their capacities can be carried. They magnetize children at the first look. Their discipline, varied as are the subjects of it, moves like a perfect machine, either fast or slow at will ; but always without friction.

How unlike this, is a school where the head is destitute of this insight. He attempts to govern in imitation of some regal educator who had achieved wondrous victories. He promises himself the highest success. Every thing is to move with the regularity of clock-work. No tired scholar is to seek relief by change of position ; no one is to sneeze without leave ; he declares that he has in store a penalty for that defect, and a punishment for this offence ; he establishes a peculiar stereotype style in which each one is to move, to learn, and to recite. After a few days his scheme is blown to atoms. His school is without order ; his temper, which he flattered himself was temptation-proof, bursts forth so violently that he looses his self-respect and the respect of his pupils. The boys, whom he supposed the most yielding, prove the most intractable. The girls, whose favor he had felt sure he would win, laugh at his mock dignity, and rejoice over his humiliation. The receipt, which he had borrowed for transmitting a

rural school into an earthly paradise, has changed it into a pandemonium.

He, who cannot decipher the hieroglyphics, or soul-marks on the human character, ought to acquire a familiarity with the practical bearings of phrenology. Not for the vulgar purpose of examining "bumps," but to make himself acquainted with the alphabet of the human character. No one, who comprehends the classification of the faculties in George Combe's works, can fail to gather very valuable practical hints for analyzing the motives of children, and for shaping his own conduct for their best interests. The temperaments, taken in connexion with phrenology and physiognomy, throw much light on the external signs of the inner man.

Childhood is not a piece of timber that may be hewn into any shape. There are certain laws, controlling the body and mind of a child, which no human being can repeal. Scholars have, at times, been dismissed from school as incorrigible dunces, yet subsequent teachers, guided by a more acute tact, have recognized in these very castaways the gift of genius. Dr. Chalmers, the eminent Scotch divine, whose mind circled every science, and whose eloquence moved every listening soul, was dismissed from the parish school on the ground of stupidity. A Boston teacher was so very ignorant of his vocation that he did not know how to awaken Benjamin Franklin to the study of arithmetic, and used, no doubt, to denounce the embryo philosopher as a very dull boy. The well-known case of Sheridan is also an apt illustration. All children have an outward and inward kingdom. The outward is the sign of the inward. The gesture, the step, the varying tones of the voice, the flashes of the eye, the shadows passing and repassing over the countenance,—are all expressions of the mind. The teacher's usefulness is measured by his sagacity in reading these significant footprints of the inmost principle. The outward man is only the inward principle, clothed in flesh and blood.

Let every teacher penetrate the character of a child with affection, and instruct him with wisdom, for nothing is done wisely that is done without affection, and nothing is done affectionately, without wisdom.

THE OBSERVING FACULTIES TO BE CULTIVATED.

The almost utter neglect in training the powers of observation in children, is a striking defect in modern education. The talent of observing is very unequally possessed by different persons. It must be

•so, for variety is the law of God in mind as well as matter. One always remembers, and another generally forgets, roads and localities; one never forgets a human countenance, while others always complain they "do not remember faces;" some are exquisitely sensitive to colors, and others cannot distinguish them easily; there are persons who judge at a glance of the weight, symmetry and grace of men and animals, while others err in their opinions on these subjects; one remembers words accurately, but forgets ideas; some are rich in thoughts, but poor in words; one has vivacity of mind without strength, another strength without vivacity. I believe these idiosyncracies have never had due attention in training young minds. It is natural for teachers to be infected with the desire of parents for the cultivation of the most brilliant faculties of their offspring; forgetful of the fact that all disproportionately large faculties will, like demagogues, by continued clamor, attract more admiration than they deserve; while feeble but more deserving traits of character, will, like the sensitive plant, shrink from the sudden touch even of a friendly hand. Nevertheless, these diversities of gifts should be understood and explained. A skilful person might, without provoking ill will, point out to scholars such inherent weaknesses as they were to stimulate, and such exuberant forces as they were to restrain. A primary teacher might inspire her little flock to watch with renewed interest the pictures of their infirmities which she has painted, if she uses their hearts for canvass, her own conscience for pencil, and her tenderest emotions for colors.

The first aim of parents and teachers ought to be to unfold the perceptive faculties as the basis of future habits of attention and observation. Until this has been done, nothing has been accomplished. Children may gather much practical information by directing their special attention to the qualities of what they eat, drink and wear. The various specimens of pears, apples, grapes and vegetables would make an admirable lesson for developing their conceptions of fragrance, taste, size and color.

• The raw materials of which garments are composed, such as cotton, wool and silk, and the remarkable changes of color by the application of dyestuffs, are matters of daily experience to every child, yet very few notice them, unless to gratify their vanity by flaunting a tawdry ribbon, or boasting about "my silk dress, while that tother girl has nothing but a calico gown on." Such a generous remark might be looked for from the children of a fashionable woman who stated she knew that "cotton was gathered from the backs of little lambs, and

ack wool from the heads of southern negroes." Pieces of calico, roadcloth and silk are fitted to elicit the perceptive talent of the starpest children, if they but examine the relative fineness or coarseness of the textures; their various colors; the peculiar odor of the coloring-materials; the different sounds in snapping the different fabrics; and the peculiar taste each excites on the tongue. So far, the senses alone are trained by similar experiments; but a thoughtful parent or teacher could evoke from those common things the unwritten history of their diversified experience, and show how they are, and have ever been, not merely perishable garments for the human body, but spiritual garments beneath whose flowing folds the vices of oppression, avarice, and ignorance have burrowed into immortal souls. What unique auto-biographies would be delivered by those patterns of cotton and wool! The cotton would speak of its birth under a sunny sky, in a southern clime, and how it was reared in infancy by slave-labor, transported at maturity by steam over land and sea, and at last straightened, twisted, and imprisoned in the stately robes of northern beauty. In the rustling of every leaf of the cotton plant is heard the angry breath of demagogues; and the accumulated crop, when stored in trans-atlantic ware houses, preserves the equilibrium of commercial wealth between America and Europe. The wool would begin its history in the warm fleece that protected feeble lambs from the biting blasts of winter, and which grew in clustering whiteness in gratitude to kind shepherds as they guarded the flocks on the hills of Vermont, Texas, Spain, Germany, Palestine, in short, all over the round earth. As all external nature symbolizes a higher realm of existence, so lambs represent the innocence of young childhood; sheep, those human beings who are charitable from faith, and who prove their faith by charity; and the great shepherd is the Almighty Father.

What a world of enchantment is discovered by the study of trees and flowers. Children may be led to watch the nature of trees, observing which have branches straight, ascending, or bending downward; whether the leaves are long and slender, round or broad; and the tints, configuration, and taste of the blossoms. There is a pleasure in understanding how plants grow. Children are all fond of flowers. Many always in summer present their teacher with a morning bouquet. What a dewy text, each cluster of those wild or garden gems offers for a sermon from a primary teacher. "Even Solomon in all his glory was not arrayed like one of these."

A gentleman, whose eyes had been taught how to observe in early childhood, recently saw, where no one beside him saw anything, coming up, between the bricks in the sidewalks of Boston, a dozen little plants! His example is a harbinger of the attainments of others. Blind men have sometimes forced the ends of their fingers to serve as eyes, so that they detected colors by touch alone. Sir Walter Scott, in company with a friend, was returning towards Abbotsford, and when nearly there, he quickly said, "We shall see within the castle a person from a certain remote shire." In reply to a question, he said "I did not expect any arrival from that shire," and closed by hinting at Scottish second sight. On entering the castle, Scott's singular prophecy proved true. He afterwards stated that he had judged entirely from the track of the horse-shoes, a peculiar kind found only in that distant locality. Yet no eyes, but such as his, which had been trained to observe everything, could trace any difference between the tracks and those left by any other horse-shoe. All these incidents show to what a marvellous extent a man may expand his powers of observation, if he be put in childhood on the right train.

Teachers should not be satisfied by telling children that objects have certain properties. Children must examine for themselves. Observation is the means of improving the memory; but it is not for the advantages it gives to memory, that it is so valuable. Its higher aim is the development of the mind. Accurate observation is twin-born with correct inferences. Children should be told but little, but should be persuaded to observe more, and to draw conclusions therefrom.

GEOGRAPHY.

Geography is often stigmatized as a dull study. It is extremely dull, without the enlivening assistance of diagrams of rivers, estuaries, outlines of continents, large maps, map-drawing on blackboards, and particularly terrestrial globes. Even maps are sources of unnumbered errors, unless scholars understand, at the start, that they are sometimes drawn on different scales, and that two countries may appear to be of the same size on different maps, though one is much larger than the other. The best maps are inferior to a good globe. Maps of the world contain two north, and two south poles; a globe, like the earth itself, has but one of each. The curved lines on a map are apt to puzzle children; while the lines representing meridians on a globe are always straight. Many of our rural schools are destitute

of globes. There is no other successful mode of illustrating the revolution of the earth, the succession of day and night, the long night near the poles, and the passage of all the meridians in succession under the sun once in twenty-four hours. Some of these important points are quite unintelligible, when taught as abstractions, and without an explanation on a globe.

Classes in geography should not only draw maps in imitation of a model, but also make them from their own observation of certain localities. Scholars should be directed to bring to school a sketch of every river, island, bay, or city, that they visited during a vacation.

Larger scholars should occasionally make pedestrian excursions to the highest land in their county, and sketch the views therefrom. How expressive the countenance of such a landscape! Beautiful ponds, in some sections, light up the scenery like human eyes; broad meadows smile as if they felt the embrace of the loving river that clasps them in its glittering arms. Far eastward unrolls Narragansett bay, flecked with islands, sail-vessels and steamers. Westward the eye rests on a long range of hills, forest-clad to the summit, sheltering small valleys at its side, and which even now seems beautiful as it lifts its forest of leafless branches and grey trunks in striking relief against the dark, chill December sky. No map, that I have seen, contains a representation of any continuous chain of hills that, almost every where, give such a variety to the scenery of Rhode Island. Every pupil should make himself familiar with the school districts and the towns, in his county, and, when convenient, with all the towns in the State. And in connection with such knowledge, should be added the more important facts in the settlement and growth of villages and towns, and the character of those men by whose enterprise and genius they have been moulded.

The habit of observing scenery is not only agreeable but profitable. The ranges of hills indicate the general business condition of a people. In level countries, the waters flow sluggishly, the rivers are deep and often broad, inviting foreign commerce. Where the surface is broken into elevations, there the rivers are rapid, but shallow, furnishing waterfalls for manufacturing purposes.

The fertility and sterility of the soil are denoted by certain external appearances that even young eyes can be made to perceive. When this tendency to observe is once developed in a child, the basis of all accurate reasoning has been forever established. The perceptive faculties are the only inlet to knowledge. The reflective faculties can

have no other data to reason from than such as are furnished by the perceptive faculties. Half the mental mistakes, or bad reasonings, are simply too hasty generalizations from too small a collection of facts.

How much more lively and impressive is a lesson in geography, when the pupils build up sections of the earth on a large blackboard, or mark out the voyage of a vessel in search of Sir John Franklin, or trace on a slate-globe the track of Com. Wilkes' vessel around the world, through seas and oceans, different degrees of latitude and longitude which they measure and delineate as they advance, and explain the peculiarities of the manners, climate and government of every place they mention. Compare such an adventure, both as to the number of faculties exercised, and the pleasure experienced, with an old style repetition of the hard names of places, and unintelligible answers about arbitrary and imaginary lines, with no attempt by the master to interest the little minds by practical and cheerful illustrations and anecdotes. That geography could have been a popular study in past periods, like those I have alluded to, seems as impossible as for a shadow to be solid like the substance that produces it.

UNGRADED SCHOOLS.

One of the severest evils, to which our system of education is subjected, is the large number of ungraded schools in rural districts. There, classes must be small in the number of scholars, and consequently deficient in the ardor and emulation, visible in a large class of the same age. Every variety of size, age and attainments cluster together in such an institution, and the master seldom has leisure to adapt his instruction to the specific deficiency of each one.

Whereas, by a proper classification and gradation, the pupils are placed under a better mental discipline, incited to study earnestly, and the growth of each one's mind is brought directly under the daily inspection of the teacher: He labors with more zeal and ambition, because his success is apparent at every step. He can anticipate his work from day to day, and prepare himself by reflection and study. Instead of going daily to a multifarious set of tasks, each more tedious by constant repetition, he sees that the lessons of to-day fit into those of yesterday, and those of the morrow are parts of the common whole.

Division of labor renders the laborer more apt and accurate in his special vocation. Instructors in graded institutions generally become,

concentrated efforts, great experts. Exceptions to this truth are not numerous enough to weigh heavily against the general advantages of a regular system of grading. A proper gradation is founded on a true system of mental philosophy. A primary school, by its constant repetition of words, corresponds to the period of ephemeral recollection in small children; an intermediate school, by its new and higher acts and ideas, answers to the transition-state of the mind from mere memory to understanding, from simple sensation to reflection; a grammar school illustrates the maturer mind, when the ripened memory holds many borrowed facts, rules and precepts which the understanding and conscience now begin to make their own by digesting them into guiding principles of thought and action for a more eventful life. The next necessary advance of the primary, intermediate and grammar schools towards perfection, is when their usefulness culminates in the High School. By a well-regulated High School all the subordinate instructions are augmented in power, elevated in character and strengthened in moral influence.

SUMMARY OF THE APPENDIX.

I have appended, at the end of this volume, a synopsis of the reports of the school committees of such towns as have sent reports to me. In Chap. 66, Sec. 22, of the Revised Statutes, are these directions to the school committees: "The committee shall prepare a written or printed report to the town at the annual town meeting, when the school committee is chosen, setting forth their doings, the state and condition of the schools, and plans for their improvement, which report, unless printed, shall be read in open town meeting, and they shall *transmit a copy thereof to the commissioner*, on or before the first day of July in each year." I have made selections from all the towns which have complied with the law in this requirement. I trust that every town will transmit a *printed* report to the commissioner, the coming year.

The conclusions, derived from these messages from all sections of the State, are arranged under the following heads:

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| 1. Condition of schools. | 6. Behavior of scholars. |
| 2. Increase of scholars. | 7. Condition of schoolhouses. |
| 3. Branches of study. | 8. Duties of school-officers. |
| 4. Failures of Teachers. | 9. Unequal school-terms. |
| 5. What teachers ought to be, | 10. Evening schools. |
- and ought to do.

The condition of the schools generally is encouraging. Some of them have grown to a full stature. A few are, and have been, pygmies in usefulness.

The increase of scholars in the towns of Warwick, Johnston, Warren and Gloucester, and the cities of Providence and Newport, according to the reports which are quoted from, is a satisfactory proof that some school-officials are alive to their responsibilities. No other committees mention either an increase or diminution of scholars in their towns.

The branches of Study are an important item in the returns of each school-term by the trustees; these returns are supposed to pass through the process of fermentation in the minds of the committees, the lees thrown away, and the pure juice preserved in their annual reports. Yet the towns of Smithfield, Warren and Scituate alone furnish the School Commissioner an abstract of the number of scholars who are engaged in the different branches of study. Such statistical tables, showing how particular studies ebb and flow in particular regions which change teachers often, and showing also the high or low standard of all the schools in a town as a unit, would furnish safe data for alterations and improvements.

The failures of teachers are often a standing subject of lamentation with committees. These failures occur because teachers either excite a prejudice against themselves, or show a want of inspiration in their routine, or are deficient in suavity of deportment, in discipline, and in knowledge, or wither the spirits of the children with ridiculous epithets. Sometimes they fail from a deficiency of parental interest in the welfare of the schools, from an irregular attendance of scholars, and occasionally the main cause is found in the unsound appointment of a sister or daughter of the trustee to take command of the rebellious flock.

What teachers ought to be, and ought to do, is indeed an important consideration. Scholars are but so many seed envelopes enclosing the inner germ that is to perish or germinate; the inmost principle, or the vital force of that seed, is the teacher. If he never ripens, the scholars will decay in their spring. He is to be actually, what he aims to make them mentally. If he punishes the bad temper of scholars, before he corrects his own; if he informs them that they must be thorough in scholarship, and punctual to every obligation, while he is su-

perfidious in every explanation, and dilatory in every arrangement; if he declares that he wishes to receive their respect, yet by sarcasm wounds their self-respect; if he inculcates a tender regard for conformity, moderation and generosity, yet is himself an incarnation of eccentricity, fanaticism and selfishness; if he weds all this inconsistency of evil custom with good precept, his school ought to be a failure. A coward cannot act with courage; a shallow pretender cannot fathom the depth of any doctrine; and a hypocritical schoolmaster cannot inspire others with sincerity. If a passionate preceptor always volunteers his advice scalding hot, some of his pupils will get parboiled. The want of self-government in teachers is a fruitful evil. If the root of a tree be too torpid to bail up an ample supply of sap from the nourishment beneath the surface of the earth, the effect of that torpid root will be felt in every thirsty branch and twig.

The behavior of scholars varies in schools according to the government of teachers. The government should never be a despotism; but mixed of the will of one law giver, and the will of others who see in that law giver only a larger and revised edition of their own natures. The celebrated Dr. Arnold, of Rugby School, always depended for co-operation in any emergency, upon his "sixth form of boys," and they never disappointed his hopes. The deportment of scholars will flourish or fade by the greater or less magnetism darted into their wills by a teacher. The "tenth legion," so famous in Roman history, was no more efficient than any other corps, without Julius Cæsar; but with him that legion was unconquerable. The celebrated painter, Opie, when asked how he imparted such brilliancy of tint to his pictures, replied,—“Oh! I mix the colors with my brains.” A teacher, if he aims after equally glowing hues, must compose his mixtures out of his brains, if he has any; if he has not any, he ought to visit Kentucky at once, where such men as Matt. Ward occasionally shoot schoolmasters.

The condition of schoolhouses is one essential element of a good plan of education. All the necessary professional qualifications before described, may be rendered inoperative by the uncomfortable state of a schoolhouse. The most sagacious and provident arrangements for the tuition of scholars may be nullified, in consequence of a defective and inconvenient schoolroom. No system of discipline can be made so sublimely perfect, as to render a lad insensible to the wintry storm beating upon his back, through the holes in the wall of the school-

house, or cause him to feel dry when sitting under a stream of rain-drops trickling from the roof. Trustees, not teachers, are the keepers of school-houses; the former are frequently responsible for the evils that the latter suffer.

The duties of school officers, or at least a portion of them, are explained and defined by the provisions of the school-laws, referred to in the report of Westerly. I hope that trustees will study these provisions until they see that they must do their duty, or that education will unavoidably retrograde, for they are the spokes, while the committee are simply the tire of the vast educational wheel of this State.

Unequal school terms are due in a great degree to the mismanagement of trustees. One term will spread through five or six months, wearing out the patience, and exhausting the physical strength of teacher and scholars, and the next term will be confined to ten weeks, and then follows a vacation for the rest of the year. I commend to trustees the sensible suggestions in the extracts from the reports of Scituate and North Providence.

Evening schools, though not creations under the statute, are noticed here as a new feature, significant of a thirst for knowledge by a class of persons who had been previously charged with incurable stolidity and hopeless degradation. The reports of Providence, Newport, and Smithfield, furnish a gratifying account of the evening schools in those places. It will be perceived that the expense of those in Smithfield was defrayed by the Slatersville Manufacturing Company and a few liberal gentlemen. The evening school in Newport was taught gratis by several young persons, a deed of self-denying liberality and enlightened charity of which Newport may well be proud. In emulation of those noble patterns of philanthropy, let other rich men contribute money, and conscientious young men and women their time and talents, until in every populous neighborhood in Rhode Island, there shall be every winter, evening schools for those who are obliged to labor during the day.

PRIMARY SCHOOLS.

I make the following extract from the interesting report of Mr. Philbrick, in explanation of the improved methods of conducting primary schools in Boston :

“ More attention is paid to the health and physical development of the scholars. They are not kept sitting with their arms folded. They are beginning to be trained to sit in a proper position, but they are not permitted to sit long without a change of position. Physical exercises have been introduced to some extent.

But the greatest improvements which have been effected are those which relate to the spirit and methods of instruction and discipline.

In our best Primary Schools, the pupils of the first class are taught to write on their slates a fair, bold hand, a better hand, indeed, than can be written by the pupils in some lower divisions of Grammar Schools. This is the result of a judicious use of the slate, through all the grades, beginning with the alphabet class, according to the system presented on the tablets and slate-frames. In schools where these exercises are the best, we do not find that other branches have been neglected, but that uniform excellence characterizes all the performances of the pupils. The pupils are taught to sit in the right position, to keep their slates in the right position on their desks, and to hold their pencils properly, and then *one single element* is given at a lesson. This element consists of a letter, or a part of a letter, or a geometrical line or figure, the children never being permitted to play with their slates or to scribble on them, or even to take them from their desks, except when directed to do so.

Perhaps there is no one particular in which there has been greater improvement in the teaching of these schools, than in the mode of teaching the alphabet and the first steps of reading and spelling. Where the schools are fully graded, the beginners constitute a school by themselves, the teacher having no other class to instruct. The children of this class whose hard lot under the old arrangement, being necessarily compelled to do nothing but sit still with arms folded, for the greater part of the time, used to excite our deep compassion, now afford, in many schools, a spectacle delightful to look upon. They are taught in a more rational manner than formerly, pleasant and profitable occupation being given to all, so that there is little opportunity and little disposition for mischief, and consequently little occasion for punishment. The teacher points to a letter on the blackboard or a tablet. All are required to look at it. Perhaps the letter is traced out before the eyes of the pupils so that all may *observe its form*. Its *name* is then given, and all repeat it distinctly. Then its *sound* is made by the teacher, and all the pupils are required to try to *imitate the sound*. The children are kept at this but a few minutes. They now take their slates, and try to *find* the letter on the frames. If any do not succeed, they are assisted. The next step is to take their pencils and *imitate the form* of the letter. As soon as two letters are learned in this way, they are *combined into a word*. This word is written on the blackboard or shown on the tablet. It is spelled by naming the letters. It is spelled by giving the sounds, or analyzing it. It is talked about. It is put into a sentence. As soon as the word is made which names some familiar object, *the object is talked*

about, or a drawing of it made, if the thing itself is not at hand. This is a very imperfect sketch of the work of a very small part of a day, in one of the good schools. The children are happy."

MILITARY DRILL IN SCHOOLS.

All will readily admit that every man ought to be qualified to act as a soldier under a free government. Discipline is the result of long and frequent practice. Very few men do anything well to which they have not been accustomed. The blunders of our present military organization are written in the blood of thousands and scores of thousands of our brave soldiery.

The cantons of the Swiss Republic offer to all other free governments an example worthy of imitation. There is no standing army in that country, yet every man is required to do military service, and the practice of purchasing substitutes is forbidden. Camps, consisting of three or four thousand, are formed annually, where the force is arranged into companies of infantry, cavalry and artillery. The instruction, which is very thorough, comprising all the movements of an active campaign, continues according to the requirements of the soldiers, from two to five weeks. Though the male population of Switzerland is less than twelve hundred thousand, yet it furnished, a few years ago, a thoroughly disciplined army of 100,000, which quelled a rebellion, in seven treasonable cantons, within one month after the government's summons to arms.

Military Academies are too expensive in our State. The place, where military instruction ought to begin, is in our common schools. Our institutions of learning ought to fit young men, not only for the profitable pursuits of peace, but for the dangers and trials of war. It is not necessary to convert our seminaries into barracks, and their play-grounds into mimic camps, in order to endue the rising generation with the elements of military science. A drill sergeant might be employed once a month to teach lads of a suitable age, where the school-master is unacquainted with the manual of arms. In point of physical health, some similar arrangement seems necessary. The health of the people in larger villages and towns has diminished, and is diminishing, from a deficiency of physical training. To stay the ravages of premature bodily debility, it would be the highest wisdom to engraft into our public education a system of calisthenics for girls and very small

boys, and of martial tactics for the larger lads in our high schools and academies.

COMPUTING THE ATTENDANCE OF SCHOOLS.

The following extract, from the report of the committee of Warren, is commended to the notice of other committees as an example of analysis of the school attendance :

“ Number of children in the town of Warren between the ages of four and fifteen years	617
Number of children registered in the public schools, fifteen years and upward (73), and those from abroad (28)	101
Number of children registered in private schools who have not been enrolled in public schools	139
Number of children ‘ due at the public schools,’ that is, those registered in public schools, and those between the ages of four and fifteen years, who have not been members of any private school	579
Number of scholars registered in public schools	535
Average number belonging to the public schools*	376
Average daily attendance at the public schools	332
Average daily attendance at the private schools	120
Number of children in town between the ages of four and fifteen years, who have not been registered in any school during the year	44
Percentage of daily attendance of scholars belonging to the public schools	88
Percentage of daily attendance of scholars registered in the public schools	62
Percentage of daily attendance of scholars ‘ due at the public schools ’	57
Percentage of daily attendance of scholars in town between the ages of four and fifteen years, at both public and private schools	64
Percentage of daily attendance of scholars registered at both public and private schools	67
Percentage of daily attendance of scholars at both public and private schools, excluding those fifteen and upward, and those from abroad	68

* The average number belonging to the schools arises from the fact that some scholars do not enter school at the commencement of the term, and others leave previous to its close. Now a scholar *belongs* to a school *only* from the time he enters to the time he leaves, permanently. The average number therefore belonging to the schools is not the number registered, but the average number in *actual* attendance. On this we compute the average per cent. of absence from *irregular attendance*, which we find to be twelve.”

THE THEORY OF EDUCATION.

In some of the town reports, for the past year, the mistaken doctrine is put forth that the acquisition of knowledge, not the growth of true wisdom, is the main point of education; the accumulation of mere facts and rules in the memory, rather than the development of all the human faculties in the divine order of their growth. The truth is, that though the mind is a unit, yet it manifests itself through a material organization by means of faculties, and each faculty has a memory after its own kind. The frequent exercise of a faculty improves the memory appertaining to it. Hence the cultivation of the memory of words cannot increase the memory of figures; or the exercise of the memory of form, color and locality augment the memory of abstract truth. A young person may convert his memory into a mental herbarium, and place therein the shape of every leaf and the form of every flower that he had collected; yet he has secured those vegetable specimens in a fixed position only by destroying their fragrance and beauty, and more than all, their powers of reproduction. It is surely one thing to stamp words on the memory, to recite a lesson by rote, and it is another thing to comprehend what those words signify, to analyze the substance they enfold, and deduce therefrom new inferences.

The custom is far too common in our schools for pupils to perform by rote, to solve by rules which they do not understand, to answer without knowing either why or wherefore. The pupil fancies that he has drawn the sword of true wisdom, whereas, he holds only the empty scabbard. He has read and can repeat the book, but he does not understand the author. A recitation by rote does not improve a person's reflective talent any more than sailing in a pleasure-boat in a quiet harbor qualifies a dandy for navigating a ship safely around the globe. It is of course much easier for a teacher to listen to the words of the text book from the scholars, than to perplex his own intellect with new and searching questions.

Thoroughness and frequent reflection are the price of sound learning and wisdom. The more a scholar knows, and the oftener he reflects, the less conceit and arrogance will he manifest. Like the late Nicholas Tillinghast, the eminent Normal School teacher, who, when told that a man denied that he was a great mathematician, replied, "I make no pretensions to greatness." So the more internal

a person makes his mind by cultivating habits of reflection and analysis, instead of making it simply external by imitating mechanically the actions, and bending to the opinions of others, the humbler estimate will be formed of his own powers, and the loftier appreciation will be had of the Father of the universe. A superficial mind may fancy that it stands intellectually, as every man, stand where he may, seems to stand physically, in the centre of the sky; but a little reflection will show that the horizon of infinite knowledge always retreats as we seem to go towards it. The whole mind of a child must be developed in order that he may comprehend facts and their relations, words and the ideas they symbolize, thought and its ultimate action. Does education mean anything more or less?

There are many scholars who, when they leave school with a great reputation as arithmeticians, do not know how to measure a load of wood, survey a lot of land, or receipt a simple store bill. Others talk flippantly about the logical predicate and the grammatical predicate, yet they cannot indite a dozen sentences without staining them with as many errors in grammar. Some are taught to declaim vociferously, at an examination, on the beauty of kindness and gentleness, and in half an hour after they maltreat a smaller lad, or secretly revenge themselves by slandering their equals in size and strength. Such a system is not training the mind, surely not educating the soul. Many applicants, from all parts of the United States, for admission into the Naval Academy, are annually rejected for being very bad spellers. The graduates of several well known seminaries can easily be detected from their bad chirography, monotonous reading, and imperfect orthography.

The evil of superficiality inoculates too many schools. The result must always be in proportion to the moving force. The monument falls, if built out of plumb.

On the other hand, scholars, if properly trained, are always taught to do them practically; to penetrate every rule in search of its inmost principle; to trace actions back to their motives; to value accuracy of statement as a great duty; to affirm the sentiments of every reading-lesson in their own language; to balance opposite arguments after the teacher has invited comments on his explanation of the topics of the day; to feel that the discipline they are under is for their good; and finally to know that they are every day trained effectually to illustrate in and out of school, the beauty of truth and kindness, the glory of

obedience, self-denial, patience, gratitude and courage ; all these are really what is implied in the education of a person.

True education aims at the growth of the body and mind ; neither to be so developed as to disturb the harmony of the other ; and both to kneel in homage to the moral faculty.

A right education secures the health of the physical system through the laws of endurance and activity ; stimulates the imagination to a sense of the grand and beautiful in art and nature ; awakens the understanding to acquaintance with the practical problems of the age ; guides the reason to lift itself higher than the plane of the senses ; vivifies the affections to a love of truth rather than self ; true wisdom rather than mere book-learning ; eternity rather than time.

Respectfully submitted,

H. ROUSMANIERE,
Commissioner of Public Schools.

PROVIDENCE, January, 1863.

APPENDIX.

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CONDITION OF THE SCHOOLS.
INCREASE OF SCHOLARS.
BRANCHES OF STUDY.
FAILURES OF TEACHERS.
WHAT TEACHERS OUGHT TO BE, AND TO DO.
BEHAVIOR OF SCHOLARS.
CONDITION OF SCHOOLHOUSES.
DUTIES OF SCHOOL OFFICERS.
UNEQUAL SCHOOL TERMS.
EVENING SCHOOLS.
REPORT ON NORMAL SCHOOL.

So far as I have been able to ascertain the names of the writers of the several town reports, I give them below :

Towns.	Names of Writers.
<i>Coventry</i>	Elder Samuel Arnold.
<i>Glocester</i>	Rev. Orin F. Otis.
<i>East Greenwich</i>	Dr. James H. Eldredge.
<i>Warren</i>	Dr. J. M. Merchant.
<i>Barrington</i>	Rev. F. Horton.
<i>Johnston</i>	J. W. D. Pike, Esq.
<i>Burrillville</i>	Rev. W. H. Waldron.
<i>Hopkinton</i>	B. P. Langworthy, 2d, Superintendent.

Towns.	Names of writers.
<i>Exeter</i>	E. P. Phillips, Esq.
<i>Richmond</i>	Messrs. Charles V. Segar, Isaac S. Prosser, and N. K. Church.
<i>West Greenwich</i>	Messrs. J. P. Hazard, B. F. Prichard, and P E. Tillinghast.
<i>Westerly</i>	Samuel H. Cross, Esq.
<i>Scituate</i>	Simeon C. Arnold, Esq., Superintendent.
<i>Smithfield</i>	S. O. Tabor, Esq.
<i>Providence</i>	Rev. Mr. Leach, Superintendent.
<i>North Providence</i>	Rev. B. F. Hayes, Superintendent.
<i>Tiverton</i>	Messrs. C. R. Hicks, Peleg Almy, and J. T. Cook.
<i>Cumberland</i>	Rev. Mr. Jennings, Superintendent.
<i>Warwick</i>	Rev. Mr. Phelan, Superintendent
<i>Foster</i>	Dr. M. P. Arnold.
<i>Newport</i>	Rev. Dr. Dumont.
<i>New Shoreham</i>	John G. Sheffield, Esq.
<i>Charlestown</i>	William Foster, Esq.

CONDITION OF SCHOOLS.

Foster.—The school committee are happy to report the general prosperity of the schools in Foster.

Coventry.—With regard to the schools and school-officers, we think we can say, that with very few exceptions, they have done well. The schools have not only maintained their former standing, but have advanced.

Scituate.—Taking our schools collectively, we think they are gradually obtaining a higher standard from year to year.

East Greenwich.—The condition of all the schools in this town, is generally creditable to the inhabitants.

Burrillville.—Your committee have found obstacles in the way of accomplishing the great work of securing the greatest efficiency of the schools. There are old customs and prejudices, and new errors; some of the teachers lack courage and fitness; some of the trustees seem not to appreciate their office; a portion of the school-houses is unfit for school purposes. Still we think the general advancement, made during the year, in the different studies pursued, has been relatively good. Some scholars have made remarkable progress, and greatly honored themselves.

Glocester.—Of the fourteen schools in Glocester, containing nearly 400 scholars, we can bear testimony to their general good condition and progress. In reference to the teachers, we can say that, as a whole, they have been superior to those of any previous year. Some of them have taken rank among the first class teachers in all the essential features of their office, and have raised the schools to a high standard of education; while a few have well nigh failed, either in government, or in carrying the scholars forward in the elementary studies.

Westerly.—The committee take pleasure in acknowledging the hearty co-operation of *some* of the inhabitants of the town in the discharge of their arduous and responsible duties. We congratulate our fellow citizens on the prosperous condition of our schools. The past year has been one of progress.

Johnston.—The schools of Johnston are gradually arriving nearer, every year to the standard of education, demanded by the wants of the age, and by the liberality of the State in its liberal expenditure of money upon schools. Several changes of teachers occurred during the year, and generally the changes were improvements.

Hopkinton.—For the first time since the appointment of the superintendent, has a year passed, and not a case for adjudication been presented to him by parents, teachers, or scholars; and he has not heard many complaints from either party. The cause of education received during the past year more attention than formerly, yet not as much as so worthy an object demands.

Smithfield.—Most of the schools during the year have been under the care of efficient teachers; some have enjoyed peculiar advantages in this respect, while in a few cases there were mortifying failures.

West Greenwich.—The committee report a perceptible improvement in the schools of the town. The attendance of scholars has been good.

Warren.—The deepening interest, manifested by our citizens in behalf of public education and the success of our schools, is a good criterion to judge of their advancement. Facts show our schools to be in a prospering condition.

Richmond.—The committee, after visiting the different schools, and carefully surveying the field of operation, during the past year, state that a higher standard of instruction and discipline was attained than during any previous period. The schools generally exhibited a good degree of prosperity, yet some fell short of that excellence that was desired.

Tiverton.—The committee have observed that, in some portions of the town a much deeper interest is felt in favor of schools than formerly.

Barrington. The state of our schools during the year has on the whole been quite as favorable as usual.

INCREASE OF SCHOLARS.

Warwick.—The number, who attended school during the year is 542 more, and the average attendance 231 more than during the year previous.

Newport.—There are 24 schools; the number of pupils is 1079; average attendance, 963; being 137 more pupils, and 153 average attendance more than the past year.

Johnston.—In number the scholars, attending school during the year, were 720, and the average attendance was 444; being an increase of 98 in the whole number, and an increase of 28 in the average attendance over the previous year.

Glocester.—The whole number of scholars is 461, and their average attendance is 345; the previous year the whole number was 355, and the average 275.

Providence.—The number of pupils admitted the past term is larger than in any previous term. There have been received into the High School, 353; into Grammar Schools, 2,056; into the Intermediate, 1,935; and into the Primary, 3,422—in all, 7,766. The number left the High School for sickness or other causes, this term is 41. The corresponding term, last year, it was 81. The number left the Grammar Schools is 361; while, last year, the number was 739.

Warren.—The registered scholars, for the past year, show an increase of 35, and the average attendance an increase of 34, when compared with previous returns.

Charlestown.—It is gratifying to observe that the attendance is unusually good, the average being 130, which is five more than the year previous.

BRANCHES OF STUDY.

Smithfield.—The number of scholars and their course of study, are as follows: Grammar 447; Geography 916; History 102; Arithmetic 1,314; Algebra 82; Geometry 12; Book-keeping 23; Physiology 5; Latin 11; Declamation 536; Compositions 411.

Warren.—The following tabular statement gives the number of scholars pursuing particular studies, and the ratio to the whole amount registered.

STUDIES PURSUED.	Number of pupils.	Ratio per cent.	STUDIES PURSUED.	Number of pupils.	Ratio per cent.
Spelling.....	489	91 1-2	Natural Philosophy.....	21	4
Reading.....	528	98 2-3	English Grammar.....	94	17 3-5
Geography.....	248	46 1-3	Rhetoric.....	2	2-5
History U. S.....	41	7 2-3	Ancient History.....	14	2 2-3
Arithmetic.....	388	72 1-2	Book-keeping.....	9	1 2-3
Algebra.....	24	4 1-2	Latin.....	25	4 2-3
Geometry.....	6	1 1-8	Greek.....	4	1 6-21
Physiology.....	26	5	Composition.....	114	21 1-3
Natural History.....	12	2 1-4	Declamation.....	114	21 1-3
Physical Geography.....	10	2	Penmanship.....	332	62

Scituate.—The following tables show the state of the summer-schools in Scituate; figure seven indicates the highest degree of proficiency.

District No.	*	Scholars Registered	Reading.	Spelling.	Writing.	Arithmetic.	Geography.	Grammar.	History.	Composition.	Declamation.	Government.	System.	Energy.	Tact.	Accuracy.
1	33	44	16	..	15	..	16	6	..	†	..	6	6	7	7	6
2	33	36	16	..	5	16	6	6	..	..	..	6	6	5	6	6
P	28	32	16	16	..	..	..	..	..	..	..	6	6	5	7	6
8	19	24	..	7	15	..	7	7	16	..	..	7	6	6	7	6
4	24	28	6	15	..	6	6	6	..	..	..	7	6	6	6	6
5	15	20	6	7	16	5	6	5	6	..	..	6	6	5	5	6
6	34	46	6	16	16	15	5	..	5	..	..	7	6	7	6	6
7	16	20	6	16	16	6	15	16	..	..	..	6	6	6	7	6
8	22	24	16	16	7	16	6	7	..	..	..	7	6	6	7	6
9	†	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10	22	37	16	5	5	15	16	15	..	..	..	7	5	6	6	5
11	16	20	16	5	16	5	7	..	..	..	..	6	6	5	6	6
12	26	43	6	16	6	..	15	6	..	..	..	5	6	6	5	6
13	33	55	15	..	..	..	6	16	..	..	..	5	6	6	6	6
14	21	26	5	6	15	6	16	6	..	..	..	6	6	5	5	6
15	22	25	16	7	6	..	16	6	..	..	..	5	6	5	6	6
16	22	28	15	6	16	6	..	..	..	..	..	5	6	5	5	6
17	42	59	15	16	14	5	..	6	..	..	..	6	5	7	6	6
18	43	46	6	..	6	16	..	..	15	..	..	6	6	5	6	6
19	44	62	6	..	16	16	..	7	..	..	..	6	6	7	6	6

* This column gives the largest number of scholars present when visited.

P. Primary Department.

† Private School.

|| Indicates that improvement was noticeable in the studies named.

Blanks show what exercises were not witnessed in the different schools.

‡ More or less are engaged in Composition and Declamation in nearly all our schools; but few exercises of the kind were witnessed, however.

FAILURES OF TEACHERS.

North Providence.—There are teachers who fail, yet they cannot tell why they fail. Sometimes it is for want of proper culture of their own hearts and characters;—often for want of self-control;—oftener still for a want of a high ideal after which to work. The true teacher will have good pupils anywhere. The unskillful one generally finds his school made up simply of uninteresting, dull and turbulent children. The one differs from the other as much as the sculptor, who sees in the block of marble before him an ideal which patient strokes day after day must change into the faultless statue, differs from the man who sees in the same thing only a rough and shapeless rock. The successful educator sees not merely an ideal man or woman in each pupil, but with the same artistic eye he studies his school, with all its dullness, its roughness and intractability. He takes the dimensions of its good and bad qualities, and right above it, in his mind, he sees the ideal of what his school needs to be, may be. Then he patiently labors to acquire the skill, and employ the means, by which he may evolve, out of the elements committed to him, his ideal school. He can study the modes of others, catch the inspiration of all that is good in them, and then return with new enthusiasm to develop and perfect his own. He will often strengthen his patience and earnestness, and revive his faith, with the same reflection that animated the long protracted labors of the old artist: "I PAINT FOR ETERNITY."

It is not to be expected that all our districts are so fortunate as to have teachers of this class. You may look into one school, and find an air of industry. The spirit of inquiry is awake. The lessons may be short, but they are learned, and the study has started questions aside from those answered in the book, and so the pupils come to recitation with the expectation of reciting well and being approved, and also of receiving additional information; and thus the recitation is both a triumph and a joy. The rod is a rarity here; and when it appears, teacher and pupils together share the grief at the necessity that compels its use. A bond of affection unites teacher and pupils, and their deportment out of school as well as in attests its sincerity. You may enter another, and find but small interest manifested in study, little sympathy in the intercourse of teacher and pupils, little cheerfulness in the obedience, defective attention and great inaccuracy in recitation. If prone to make a severe deduction from these appearances, you would say that calling out classes and asking questions was a round that must be got through with in some way, and beyond that, there was nothing to be done, save perhaps to enforce order. These may be extreme cases, but they are not imaginary ones.

New Shoreham.—The winter term of one school was taught by ———, a teacher of much experience and highly educated, but who, on account of unpleasant prejudices against him by some parents and others

in the district, was not able to show such a degree of improvement in his school, as the intelligence and ability of the pupils would lead your visiting committee to expect.

Providence.—Not unfrequently very young children are compelled to stand in certain positions till their strength is nearly exhausted, and at very great risk of permanent physical injury. Some resort to ridicule in the government of their schools, taunting and torturing the feelings of their pupils in the most unfeeling manner; holding them up to the derision of their playmates and companions; giving them nick-names, and calling them dolts, dunces and blockheads, and such other vile epithets as their vocabulary may furnish. Such discipline cannot be too severely reprehended; and pupils have a right to demand an entire exemption from such barbarous treatment. Ridicule is too dangerous a weapon to be employed in school government. It can never be used in safety. The sensitive are often crushed beneath its withering power. Its shafts penetrate so deeply that its wounds seldom heal. It should be discarded as unworthy a place in any system of moral discipline. Teachers should never aim to humiliate their pupils—to lesson their self-respect, or to degrade them in the estimation of their associates. It is an abuse of the noblest principles of our nature. A desire for the esteem of the wise and good is a powerful auxiliary in the formation of character. It should never be crushed out by a false shame. When a child becomes indifferent to the good opinions of others, or loses his own self-respect, there is but little hope that he will struggle successfully in the great battle of life, and rise superior to the temptations and trials that surround him. For “often times nothing profits more than *self-esteem* grounded on just and right.”

Pupils not only have a right to a judicious discipline and thorough instruction from their teachers, but they may demand to be advanced from a lower to a higher class just as fast as they are fully prepared for promotion. This cannot be denied them on any principle of justice or reason. It is their right; and their natural guardians are bound to protect them in the full enjoyment of it. There is not only a serious loss of time when pupils are kept back when they ought to be promoted, but they must necessarily form indolent habits of study, and lose much of that laudable ambition which every scholar must possess. Many pupils have suffered through life on account of ill-judged and unwise management in school. There is, however, an opposite error, which cannot be too carefully guarded against. If pupils are urged on too fast and beyond their ability, they either become superficial scholars or their physical health suffers in consequence of over-exertion. Such cases are of too frequent occurrence, especially in our High School. Through the ambition of parents, children are often pressed forward to advanced classes before they are prepared.

Charlestown.—The continued changing of teachers is one cause of

failure in our school management. Only one district during the past year has employed the same teacher two successive terms.

Tiverton.—One school has long been among the most backward, owing in part to irregularity of attendance, a want of proper interest on the part of parents, incompetent teachers, and unoccupied time of scholars.

Richmond.—The order of one school was not what we would like to see. Perhaps this was owing to the crowded state of the room. The committee, alluding to another school, state,—that owing to the want of proper school accommodations, the irregular attendance of the scholars, and the want of interest on the part of parents, but little progress was made.

Smithfield.—So long as many of our schools are not sustained during the whole year, a frequent change of teachers perhaps is unavoidable, but the most careless observer may see its unprofitableness, while most of us have been made to feel it, in our own education. Most of the schools during the year have been under the care of efficient teachers; while in some few cases there have been mortifying failures: failures from various causes, prominent among which might be mentioned the unwise practice of Trustees employing their own sons and daughters or relatives as teachers: even granting that such teachers are intellectually qualified for such schools, the prejudices of parents and scholars in a majority of cases would operate against the good order and progress of such schools.

Again, it needs no prophet's ken to predict the comparative failure of those teachers who enter the profession with unenlightened views of, a lack of enthusiasm in, and no real love for the work: others fail from bending all their energies in one direction, for instance, to perfect their pupils in reading, which is well in itself, to the neglect of other branches; to an artistical penmanship, in neglect of correct spelling, and a proper use of language; to a perfection in discipline, while every thing else suffers. Want of parental co-operation is still an element of unsuccess, that calls imperitively for reform. The child is very likely to be interested in that which interests the parent; and to treat with indifference that which the parent neglects.

During the past year the excitement of the war, no doubt, has been unfavorable to the best interests of our schools, for children, as well as parents and teachers, have had their minds pre-occupied by the stirring events of the times.

Burrillville.—Some teachers are incompetent, and have failed to discipline and govern their several schools. Some, we fear, have totally failed to do a most important part of their work. viz, :—to improve the morals and manners of their pupils. Scholars have been allowed, in some instances, to use both profane and obscene language,

in and about the school-room. Of which do small scholars learn most, at such schools, good or evil? This is an important question, and should be duly considered by teachers, parents and school officers.

Some teachers have been altogether too mechanical in their manner of instruction, which makes the recitation dry and uninteresting to the pupil—rather a task than a pleasure. We have also noticed, in some instances, a want of thoroughness, especially in some branches.

The committee allude to a teacher who partially failed because she introduced a thorough system of government and required each scholar to well improve his time. The result was, some of the children were displeased and their parents took them from the school. Those who regularly attended made marked improvement. Had this teacher manifested more love for her pupils and been more social with their parents, she would have been more popular.

Providence.—A teacher who has not moral power enough to control a school, and enforce obedience without the constant application of the rod, has unquestionably mistaken his calling, and should relinquish his place to others more competent to discharge its responsible duties. The prevailing fault of teachers who fail in governing, is that they talk too much. They are ever threatening, scolding, ridiculing their pupils. Sometimes they are very harsh and severe, and at others indulgent in the extreme. The words of a teacher should be few, well chosen, and full of meaning. Dignity of manner and firmness of purpose should ever be united with a mild and courteous demeanor. Demands given in an angry tone, lose more than half their force, and often arouse a rebellious spirit, while gentleness would have secured cheerful obedience.

There are some cases where teachers are too lenient and indulgent, and neglect to enforce a wise discipline, both in and out of school. Such schools must and do actually suffer; their pupils soon become disrespectful and impertinent, and neglect their most important duties.

East Greenwich.—When we see between forty and fifty children crowded into a room not more than large enough to seat comfortably half that number, it is impossible for any teacher to do justice to himself or to his scholars. When the room is dirty and noisy—the air impure, and the temperature too hot or too cold, the children are languid and stupid, and uninterested in their studies and impatient to get out into the open air.

Johnston.—The chief cause of the failure of teachers in this town to bring up the standard of education at once, is, that teachers are sometimes engaged but one term in each school. Changes are useful only when a poor teacher makes room for a good one.

Barrington.—The winter term of one school was not a remarkable success, inasmuch as a young man was employed as teacher, whose

competency, in government at least, was quite insufficient. Hence, the school was brought to a close earlier than it otherwise would have been.

Scituate.—The committee declare that the failure in one school was because:—That full confidence in and sympathy for each other, so necessary to the prosperity of a school, did not appear to be fully established between teacher and scholars.

Exeter.—It seems to be the opinion of many that he is the best teacher who gets his scholars over the most pages of their text-books. But this is wholly erroneous. It tends to beget poor superficial scholars. We very often visit schools and find scholars nearly through their books, who, on review, are found to know but very little of what they have been over. Such teaching as this is of more injury than good. It not only occasions a waste of time, but engenders in the scholar habits really detrimental, and which it is almost impossible to correct. No class should be allowed to leave a lesson till it is thoroughly mastered and every part well understood. If scholars were taught in this way, in after life they would not be devoid of what they thought they had learned in their school days. Many teachers, and especially young ones, err greatly in assigning lessons and conducting recitations. The assigning of long lessons to young scholars, has a tendency to discourage them; and probably this is one great reason of so many scholars, in many of our schools, being dull and uninterested. They at first make a vigorous effort to perform what is required, but finding they cannot do so, they become very indifferent. It follows that the recitations of such long lessons are dull and lifeless.

Westerly.—The committee report, in regard to one school, as follows:—Irregular attendance, and the miserable condition of the school-house, are among the reasons why this school does not compare more favorably with other schools in town. Had the teacher been more thorough, stricter in discipline, and not so willing to do the work of the scholars, we think the benefit would have been greater and more permanent.

Glocester.—Instruction in primary schools is the most important and difficult part of education, and that which receives the *least* thought and labor; but which *should* receive the greatest amount. We have found that this class of scholars have not usually received that earnest attention, which is so necessary to lay a good basis for education. Though most of the teachers have tried to interest the younger scholars, yet very few of them, have given themselves so earnestly to the work, or so well understood the nature of the mind and the peculiar instruction needed, as to wake up and discipline that mind, and secure the highest results. Most of the teachers in all of the schools pass *slightly over the studies of the smaller classes*, and thus fail to lay a good

foundation for a practical and thorough discipline. Whereas the classes should receive by far the greatest share of the attention of the teacher.

WHAT TEACHERS OUGHT TO BE, AND TO DO.

Smithfield.—The science of school teaching needs to be better understood, for if the aspirant to such an office thinks he can take up the tools of the scientific teacher with but little previous knowledge of their use, and succeed in properly developing and moulding the delicate structure of the immortal mind, there is but one chance in a thousand that he will succeed, for but very few have the rare natural gift of faculty of guiding the minds of others. The teacher should have no hobbies, but should covet earnestly the best gifts for every school-room duty.

Physiology seems to be almost entirely neglected in our schools. It certainly is a subject that should claim attention, if a knowledge of one's physical self and laws of hygiene are of any consequence to the healthy development of the mind. The stupidity in the school-room is often traceable directly to the utter neglect of the laws of physical health, both on the part of the teacher and scholar, and it is deserving of notice that some of our school-rooms are yet greatly deficient in proper means of *ventilation*, and *comfortable sittings* for the younger scholars.

Hopkinton.—Experience and observation have led to the conclusion that teachers should be more careful to bestow on the younger members of their school the share of attention which properly belongs to them. Small children frequently read twice or three times a day, and are often heard by larger members of the school, thereby depriving them of the immediate supervision of the teacher for days and weeks, and the title is thought of the matter, which is not as it should be.

Those teachers succeed best who are mild, yet firm and decisive in their government, with few rules, properly enforced, and those referring to general principles of conduct, and not to particular acts. Where every motion in the school-room is to be performed by a set rule, and every deviation is an offence, it is obvious that a great portion of the teacher's time must be taken up in enforcing discipline. If these rules become useless, for a law without a penalty is a dead letter.

Exeter.—It is all important for the teacher to know how to teach, and no person can teach a study as it should be taught, unless he understands it well himself. The teacher's motto should ever be, *Lessons well learned, instead of long lessons poorly learned*: and he should have daily reviews in every study he teaches. And we

suggest to parents here, that when you wish to estimate what children have learned, never calculate from the books they have through, but from what they know independent of the books.

Chmond.—The committee, alluding to teachers, take this occasion respectfully recommend to them a higher standard of literary qualification.

ituates.—Teachers begin to learn that the sum of their duties is in giving instruction from text books, in some limited half dozen recent sciences. They should ever be watchful over the interests of those placed under their care, and improve opportunities, which frequently occur, to impress upon their minds the force, and the irresistibility of truth and fidelity in all the concerns of life. They should give models for their scholars to imitate, and should convince them, by their own example, that *right* is the greatest source of power, and that it must eventually prevail over ignorance and wrong. The laws of physical health should be carefully observed in the school room. Good health, a good mind, and a good education, are what is now demanded of teachers. A spirit of enquiry and a desire for knowledge is at work in our schools, if not out of them, which is every year bringing forward an additional number of teachers to compete with the places of those who have preceded them, who must stand or fall by their own merits, and unless they are continually advancing in their profession, must give place to those better qualified for the position. The teacher should seek his own interest in promoting the best interests of the whole community.

Larrington.—Another point of prime importance, is that of morals and manners. Nothing, like obscenity or profaneness, should be allowed within the precincts of the school-ground. Nor that alone; impropriety of all such habits anywhere should be strenuously and constantly inculcated. Conscience also should be cultivated, as well as good taste, as to the right and the wrong of things common and unusual; for it is certainly within the teacher's province, to indicate sentiments which are suitable to different conditions, and circumstances and relations. Reverence for things sacred, and venerable, and obligatory, is an element of character requiring special care. What can be more proper than respect for age and rightful authority? Fidelity too, to good government, in the family, in the school-room, in the State, is not alone a matter of expediency, but a matter of duty.

Westerly.—Teachers of experience are too apt to do the work of scholars. A teacher should never do the work of the scholars; his efforts should be to make them able to help themselves, and he can do so in no more direct way than by making them think for themselves and depend upon their own powers. Where a scholar depends upon

a teacher to aid him in whatever he has neglected, he will be sure to need much assistance, and receive but little or no benefit. Scholars should be encouraged, but never assisted in their work, except when they could not by any reasonable effort, succeed without assistance. In proportion as the love of study and work increases in the school, will good order and progress increase. If scholars understand that there is something to be learned besides mere words, and that poor lessons will not be tolerated, they will become more engaged in their studies, and necessarily become more orderly, from the fact that temptation flies from the zealous worker, and haunts only the minds of the idle; and instead of whipping a scholar because he does not sit still, a stimulus is given him which will cure many of the evils of a disorderly school without the rod.

Johnston.—Teachers, in order to accomplish much, should cultivate ardor and enthusiasm. They should teach by word, by tone, by gesture and by example, in and out of school.

North Providence.—While speaking of things that minister to improvement, it may not be amiss to suggest that which I have sometimes mentioned in private: That all our teachers should take a working interest in whatever elevates their profession—in institutes, periodicals and literature of the profession. This is necessary in order that the teacher should be alive to his ever-deepening responsibility as the cultivator not only of the intellect but of the patriotism, the manners and the morals of future generations, in order that his own mind may be progressive and awake, ready for that work so needed in all schools, and so neglected in many, *the waking up of the mind*. There is reason to fear that children go to some of our primary schools to be transformed into dull automatons. It is a subordinate part especially, of a primary teacher's work to hear lessons, and the one who can find nothing to do when this round is over but to sit down and keep order till the hour for closing arrives, or to send the children into the street without waiting for that, has need either to learn greater efficiency or leave the profession. It is hoped that teachers of the grammar schools will hereafter be less neglectful of the regulation which requires them to give familiar instruction weekly upon *Physiology*, *Astronomy* and kindred subjects. They should do this both for the sake of imparting a few important truths, of which otherwise their pupils may go through life in ignorance, and also in order to stimulate to farther investigation. There should be also, in every school, a definite portion of time set apart daily for general exercise. This should be made interesting, so that scholars will wait for it with desire, and receive a stimulus that will carry them better through all their other lessons. Every school should be made acquainted with the historic events which are daily transpiring. Sometimes a story should be interestingly told; such as will teach some lesson of industry, of kindness and good manners. The leaf, the flower, the fruit, and all the familiar ob-

acts and utensils of every day life, should come before the school in turn. Their origin, structure, color, form and use should be made the subject of inquiry and familiar conversation. Children may be taught to go through life with their eyes and ears open. Every object should be suggestive of inquiry or knowledge. All nature should speak of the presence of its Maker. And this is one part of the work for which the teacher is responsible and should be prepared.

Warren.—Alluding to the High School, the committee affirm that *morality and order* have prevailed throughout the year. These we deem essential elements, without which no school can prosper; for, when either are allowed to be trampled upon by base and unprincipled scholars, we permit a demoralizing agency to undermine the very foundation of our common school system.

Prompted by the precept and example of their patriotic Principal, the members of this school have freely contributed both time and money for the benefit of the gallant defenders of our country.

Gloicester.—The Committee of this town declare that many primary school teachers seem not to know, that not the understanding and judgment, but the *perceptive powers and the imagination* are the most active at this period; and that these claim the first attention in elementary education. The child's curiosity is very early awakened to the *perception of external objects*; he wants to *see* the beautiful objects of nature, and *hear* its sounds, and *taste* its sweetness, and *smell* its fragrance, and feel its rough or smooth qualities. This suggests the true idea and philosophy of early education. We must begin with the objects of nature, their form and colors and other qualities, that always interest the mind of a child. Hence the language and instructions and illustrations of the school room should be largely pictorial, or the calling up of the objects of nature and their qualities, as animals and trees and the natural sciences. The child cannot reason with abstract numbers and characters; these must be represented to him by objects and diagrams, by the slate and blackboard. Yet some of the teachers scarcely use these things at all with the smaller scholars. In some cases we saw them show much tact in boxing their ears and pulling the hair, as if to force out their ideas, or keep them from mischief; and would soon have to repeat the same operation. Now if these teachers had understood their business as they should, instead of this rough usage they would have brought to their classes some objects to interest them; some *blocks* to illustrate the square, cube, sphere, and other forms of nature; some *cards* showing the different lines and angles and circles; or some beans or little pebbles by which to count. They should at least see that every one has a *slate and pencil*, and set them to work making the *letters*, both printing and script; to drawing upright, slanting, parallel, curve and other lines; pictures of animals, trees, houses and the human face; maps of the door-yard, field, town, State and continent. How much better such a course than to chill

the very life out of a child by a cold, stern and repulsive manner ; or to let them sit hours without employment and with the cheerless idea of doing nothing. In one school we saw this natural method carried successfully out, and the deepest interest was awakened in the scholars. *Object lessons* were the things of the first importance for the smaller classes ; not simply for diversion, but for the *gradual growth of the mind in observing carefully*, and in training the power of reasoning.

These objects were taken up, not in scientific terms that the scholar can know nothing about, but in visible qualities that they could see.

Some object in the school room, the *table* for instance, was chosen. and the teacher not only pointed out its peculiar form and size and color, but the scholar himself was required to go to the table and put *his hand* upon the cover and drawer and legs ; tell their position, horizontal and perpendicular, length, breadth and height, its use, &c., and other questions. Or the clock might be the object lesson ; and the little class was called to mention what they could see of it ; each scholar pointing out some part and its use, as face, hands, figures, glass, pendulum, case, wheels, &c. So the human body—the parts that can be seen, as face, eye, ear, mouth, hands, arms, &c. ;—the five senses of seeing, hearing, tasting, &c. Animals, trees, flowers, minerals, metals, water, air and wind, may all be taken up, and each made the subject of a lesson. Elementary geography may also be early entered upon by these primary classes, if the teacher will take it up in this objective way. Instead of learning dry definitions about spheres and poles, and physical and political divisions, that the child has not seen, and can have no real conception of ; let him look out upon nature around him ; or have represented to him by maps and pictures the valleys and hills and brooks and trees and animals ; draw them on the slate or blackboard. And we rejoice that a book of this kind has just been published by Lippincott & Co., Philadelphia, from the pen of F. A. Allen, principal of the Normal School, Pa. We would call the attention of the teachers to this timely work for primary classes ; especially to the object method of presenting the subject.

Numbers should be taught in the same manner ; yet it has been done by a few only of the teachers. The most of them confined the scholars to the abstract number, and the Arabic character representing it. How much more natural to begin with objects and count them ; to take, not only the numerical frame, but marbles, pencils, pebbles, or beans, and hold up one marble in one hand and one in the other, and put them together, and tell how many it makes. Let them run up to 10 and then back to nothing, then up to 20 and back to nothing, and so on till they are familiar with single things. Then take 2 in the same way, and then 3, until they are familiar with this process. Then let three marks, for instance, be made on the board, and the figure 3 under it, to represent it ; and so of all the digits, until they are familiar with the objects these represent. *The order of units may be illustrated in the same way.* Putting three ones down—

1, 1, 1, teach them to say, not one, two, three; but first, second, third; that is, unit of first order, unit of second order, and ten times larger than the first, and so on, as indicated in the last report. Then let them put *one* bean in a place by itself and say, first pile; and *ten* in another and say, second pile, or second order of units, and ten times as large as the first, and so on until they are familiar with the principle. Let them then go over small numbers in addition, subtraction, &c., so that they may become masters of those numbers, and the teacher would receive an hundred fold greater reward for his labor than in the usual abstract way.

In teaching language to the younger classes this same object method should be pursued. In one of the schools this method is successfully carried out. Words that represent animals and objects of nature are selected as in the first part of Sargent's Primer. The word ape, or cat, or dog may be chosen, and a *picture* of it is shown to the class or made on the board, and then the *name* is written out. The teacher took a brass key and said, "What is this?" "A key." She then draws the shape of it on the board and asks, "What is this?" "A *picture* of a key." She then writes the word and asks, "What is this?" "The word key;" first pointing to the key, then to the picture, then to the word which represents the key; this was the true way of learning the use of written language to that class. We need not say that those children were deeply interested and made rapid progress.

After the object-words were familiar, the letters which compose them were then taken up, which is the beginning of spelling. Let the teacher give the *sound* of the letter A in ape, or A in cat, and then let the scholar give the sound and make the letter, pointing out the lines that compose it, until they are familiar with simple sounds and with all the letters. Then let them be drilled on the first lessons in spelling, using both the oral and written method until they are familiar with them, and a far greater progress will be made than in the old way.

A reading class may be first taught from the board. After the teacher has printed the word cat, let one of the class tell some quality of the cat, as *black* cat; and some other, an *action* of it, as the cat *runs*; another adds—*fast*. Then the words are written out in a full sentence, and pronounced in clear and natural tones, giving each word distinctly—*A black cat runs fast*. Let them be drilled each day in this way, sometimes giving the sound of each letter, then those sounds united to form the word, and sometimes reading it by simply calling the *vowel sounds*, as was done in one school where reading was successfully taught. Great pains were taken by a few of the teachers to have the scholar call the words correctly, naturally and fluently; leading him to feel the sentiment, and to read it with the same natural tones and inflections as they would in talking about it.

We found but little of this true mode of taking up this subject in the

primary classes ; or of pursuing it with earnestness in order to lay a good foundation in the higher classes.

In one or two cases the teacher required the scholar to take up the *office of the words* in a sentence, as in the one above. The use of the word *black*, he said, is to point out the quality of *that color* ; and *runs* to point out the *action* of the cat ; and *fast* to show *how he runs* ; and so on. This should be a frequent exercise in small classes. He would then have them write short sentences on animals, flowers, &c., and point out the use of the different words. Then they were required to write out little stories and incidents in simple language until they come to express themselves correctly and easily and rapidly. This course, properly pursued, lays a good foundation for grammar, writing and composition ; but is carried out by a few only of the teachers in the smaller classes.

Let them arise also to the importance of the *physical training* of the small scholars ; changing their positions, practicing vowel sounds in concert, adopting gymnastic exercises, as well as the culture of music and drawing, and our schools would be the most attractive places, and the source of all beauty and strength and blessing.

Providence.—Some form their opinion of a school on the order and quietness of the school room ; others, on the promptness and accuracy of the answers at the examination, without taking into account the amount passed over during the term. While others, still, judge of a teacher's fitness by his ability to govern a school without resort to corporal punishment, and the relations subsisting between him and his pupils. It is evident that if either of these tests alone be applied, an erroneous judgment will be formed in regard to the true condition of the school. A school may be kept in the most perfect order, and the pupils may exhibit great military precision and exactness in all their motions, and this may be secured by the sacrifice of valuable time, and by severe and unjustifiable means, while there has been but very little progress in the studies of the school. And scholars may also be so trained and drilled on a few questions and answers as seldom to make a mistake at an examination. The principal inquiry, in judging of the character of a teacher or a school, should be, in the first place, to ascertain how much has been done in a given time, and then how well it has been done, and by what means it has been accomplished. And where there has been a reasonable degree of progress, thoroughness should be regarded as the chief excellence ; for without this, the labors of a teacher are of but little worth.

But pupils also have rights which should never be infringed upon or overlooked. These are as sacred and inalienable as those of parents or teachers. In the first place, they have a right to the services of faithful, competent teachers, in every way qualified to impart instruction and to maintain a judicious and effective discipline. And they have a right to demand from the instructors, at all times, such kind and courteous treatment as parental wisdom and affection would prompt.

BEHAVIOR OF SCHOLARS.

Barrington.—Behavior, whether at home, or at school, on the highway, or in the House of prayer, is of far more consequence than is sometimes supposed. It does make a difference whether one is civil or boorish, respectful or the reverse; and the common opinion of people here coincides. No one thinks as favorably of the rude as of the gentle; and this is as it should be. Though the sprightliness of youth is pleasing in its place, and should be encouraged rather than suppressed, there is an excess of levity of which none can approve. Propriety of deportment is at a premium in all good society, and in the business relations of life, as well as others, and is manifestly a legitimate part of education.

Glocester.—Scholars should receive the culture of good manners as well as morals. By the cultivated manners of some of the teachers, and the proper training of the awkward and rough habits of the scholars, they have been brought to what is graceful and pleasing. We are said, by Europeans, to be *rough and unpolished in our manners*. This should not be longer our reproach. There is no more important part of education, certainly nothing more impressive and influential in society, than *graceful and pleasing manners*. And the *first thing* to be done is to have teachers who shall be good models of the gentleman and lady in the school-room; not rough and boisterous, but graceful and mild and winning.

But what shall be thought of a teacher who is filthy in his habits before his scholars; sitting with his feet upon the desk, or crying out "Halloa there!" when a person enters the room? How can we look for becoming manners in the scholars.

They should be trained in reference to their *uneasy and restless*, as well as rough and boorish habits. Scholars should know how to sit still during recitation.

SCHOOLHOUSES.

Glocester.—As for years they have failed to build a house in District No. 2, the Hon. Daniel Evans has, at his own expense, erected a neat and convenient house, and given the use of it to the district; and a school has been taught in it during the four winter months. The district is certainly under great obligations to him for such a generous outlay of time and expense; and it is hoped they will soon lay a tax on the property of the district and pay for the house, and carry forward a prosperous school.

District No. 8 has also built a pleasant and well finished house during the year, and have had a successful school in it for the four winter months.

Scituate.—In district No. 8, the appearance of the school was much better than that of the house. In No. 11, the house is small, inconvenient, and dilapidated.

It is the special duty of trustees to supply their school-rooms with the necessary fixtures at the expense of the district. If you wish your children to form habits of neatness and order, the least you can do for them is to make it possible by furnishing them with the means. Every schoolroom should be furnished with foot-mats and scrapers, sinks, wash-basins, towels, mirrors, brooms, composed of something besides a handle, water-pails, drinking-cups, and a suitable box for fuel. And as the temperature of the room has an important influence upon the health, convenient ventilators are needed to admit a sufficient quantity of pure air, which should be heated by a good stove, to a proper temperature, indicated by a thermometer. And to regulate the intensity of light, the windows should have curtains or blinds, or both attached to them. In the study of geography, a map of the State, of the United States, of the world, and a globe, are almost indispensable. Some of our schoolrooms contain nothing of the kind except a solitary map of Rhode-Island, furnished at the expense of the State. Mathematical problems cannot be well illustrated without the use of a blackboard, and geometrical solids or diagrams; and where investigations are going on, differences of opinion will arise, and scholars may sometimes doubt the correctness of the teacher's explanations. In such cases it is well to have "a power behind the throne," in the shape of a comprehensive dictionary to which they can appeal for a final decision. A bell and clock encourage system and punctuality on the part of teacher and pupils, and a few chairs for the accommodation of teachers are quite convenient.

One day spent in profitable labor, by all the people residing in your district, would command sufficient capital to purchase all the articles enumerated, which would greatly facilitate the improvement of your children. Shall it be said that you are unwilling to contribute that amount for their benefit? School-rooms whose walls are bare and unattractive as those of a prison, will aid but little in developing the minds of your children.

Johnston.—In district No. 15, the Hon. Henry M. Young, has generously erected, for the benefit of the rising generation, a neat and commodious schoolhouse. An example worthy of imitation abroad, and admiration at home.

North Providence.—Some school-rooms in our town are too much crowded; suggesting the need of enlarged accommodations.

West Greenwich.—The building, that is used for a school-room in district No. 4, was erected and used perhaps as a kind of workshop, wood-shed, &c., but having become unfit for those purposes it was sometime since converted into a school house. Now, in the opinion

f the Committee, it is not right to spend the public money in maintaining a school under such circumstances.

Some of the schoolhouses (or, rather, places where schools are kept) in our town deserve special attention; and if the parents who send their children to these uncomfortable and unhealthy places were obliged to go themselves, and sit during the six school-hours of the day upon slab benches, without any backs, and in some cases so high that their feet could not touch the floor, besides suffering many other inconveniences of which we will not speak, we think without doubt, there would be improvements effected without lengthy delays. Parents should bear in mind that a good school house is indispensable to a good school, and that no teacher, however well qualified, can enter a school-room where there are no conveniences, either of comfort or luxury, and teach a good school. Besides this, a low, ill-ventilated, ill-seated, ill-constructed schoolroom is extremely detrimental to the health and proper development of both body and mind; and while we are glad to report that in a majority of the districts of the town the schoolhouses are in a good condition, we are sorry to say that in a few they are far from being so, and should receive immediate attention. We refer especially to Districts No. 4, 7 and 8. We want good schoolhouses, good teachers and good schools in West Greenwich.

Exeter.—Another great hindrance to the promotion of our schools, is caused by the poorness of many of the schoolhouses. A hovel for a schoolhouse, is a low characteristic in a district; and certainly many of the schoolhouses in our town are better calculated for a shelter for cattle, than for a school.

Burrillville.—A portion of the schoolhouses is unfit for school purposes. This is true of the schoolhouses in Districts No. 1 and 15. We are happy, however, to learn that an effort is being made to secure a better house in District No. 1; and we hope the effort will result in building a new and suitable house. The house in District No. 12 is too small, affording no proper space for recitations, nor place for the stove. The seats in this house are awkward and badly arranged. District No. 11 is destitute of a house that will accommodate more than a fraction of its number of scholars.

Coventry.—There is one district in our town that has no school-house. The old one having been destroyed by fire, and the inhabitants cannot agree to build.

East Greenwich.—In districts Nos. 1, 2, and 5, the schoolhouses are in good condition; but in the two western districts, Nos. 3 and 4, it is highly necessary that something be done. The schoolhouses in these districts are out of repair, and stand in the road without any inclosure. Their location should be altered, or better houses built.

This done, the scholars will derive full benefit from the money which is now in a great measure wasted.

New Shoreham.—In district No. 4, the schoolhouse is too small, and the scholars too numerous, so that the school was not efficient or pleasant.

The schoolhouses, with the exception of No. 4, are in ordinarily good condition, but all too small for the number of pupils.

Richmond.—In district No. 7, the room, where the school is kept, is unfit for the purpose for which it is used.

Westerly.—The schoolhouses and outbuildings, throughout the town, with two exceptions, are in good order, and well cared for. The external appearance of the house in District No. 4 is very cheerful, and the location pleasant; but the internal arrangements are very inconvenient and uncomfortable. The house in District No. 6 demands a thorough repairing and cleansing before being suitable for either teacher or scholars. The doors are broken, the benches badly defaced, and the general appearance of the room is any thing but cheerful. Next to a good teacher, in the work of education, is a good schoolhouse. We hope the houses in these two Districts will receive the immediate attention of the inhabitants thereof, and that every thing necessary will be done to make them cheerful, convenient, comfortable, and inviting. Let the parents see to it that their part, in providing a good education for their children, is well performed.

Cumberland.—The schoolhouse in Jencksville, and that in district No. 18, have been repaired.

Too many of our schoolhouses are located by the roadside on very limited lots, without yards or play-grounds belonging to them.

Charlestown.—No improvements have been made upon any of the schoolhouses in the town during the past year, though some of them are in a bad condition. District No. 2, having already the best schoolhouse in town, has recently voted a tax for the purpose of improving and furnishing said house.

DUTIES OF SCHOOL OFFICERS.

Richmond.—Trustees should bestow more care in the selection and employment of teachers. It is not enough for them to ascertain the salary per month. They should decide in their opinion whether the personal appearance and manners of the applicant are such as would entitle him to the respect and esteem of the scholars over which he is to preside. They should ascertain where he has obtained his education and his literary qualifications for the position. They should make all

proper inquiries in relation to his moral character. Having satisfied themselves on all these points, and that the applicant is well qualified, they may then employ him as cheaply as possible.

Smithfield.—Some schools have been mortifying failures: failures from various causes, prominent among which might be mentioned the unwise practice of Trustees employing their own sons and daughters or relatives as teachers: even granting that such teachers are intellectually qualified for such schools, the prejudices of parents and scholars in a majority of cases would operate against the good order and progress of such schools; and especially if such teachers were brought up in the same district, and educated at the same school, the obstacles in the way of success would be increased ten fold.

Exeter.—Every district should aim to procure the best qualified man among them for their trustee; one who is qualified to judge of the requisites relative to a good school, and such too as will exhibit a lively interest for the promotion of the school. That trustee who thinks his duties done after hiring his teacher, who never calls to see the school, nor cares anything about the comforts and conveniences of the teacher, is unfit for the business, and is a moth to the school. That person who thinks too, more of the wages he pays than the qualifications of the teacher, is just as fit for trustee as would be a boy ten years old, to make and administer the laws of our country.

Every trustee should aim to procure a competent teacher. He should, before the commencement of the school, see that the house is in good condition for a school; should make arrangements, if possible, to have the teacher boarded at one place. Should by all means have the fuel for burning provided before the beginning of the school; and such too as is fit to burn. Should visit the school often, and encourage others to visit it. In short, his value to the school is next to the teacher.

Burrillville. One serious difficulty in this town, which operates against the interests of the schools, is the too common practice of choosing for trustee the man who can be induced to accept the office, rather than the one best qualified for it. So long as this practice obtains, your schools will be inefficient. Important duties are his, and important responsibilities, too. If he be fit and faithful, his influence and services will be worth very much to his district.

Westerly.—The committee desire to call the attention of trustees in the several districts to their duties as set forth in the Revised Statutes, Chapter 65, Section 2; Chap. 67, Sect. 1 and 2; and Chap. 71, Sect. 6, which are as follows:

“ They (the trustees) shall provide school-rooms and fuel, and shall visit the schools twice at least during each term, and notify the com-

"mittee or superintendent of the time of opening and closing the school.

"No person shall be employed in any town to teach as principal or assistant in any school, supported entirely or in part by the public money, unless he has a certificate of qualification, signed either by the school committee of the town, or by some person or persons appointed by said committee.

"Such certificate, unless annulled, if signed by the school committee, shall be valid within the town for one year.

"Any officer who shall make any false certificate, or appropriate any public money to any purpose, not authorized by law, or who shall refuse for a reasonable charge to give certified copies of any official paper, or to account or deliver to his successors, any accounts, papers, or money in his hands, or shall willfully or knowingly refuse to perform any duty of his office, or violate any provisions of any law regulating public schools, except where a particular penalty may be prescribed, shall be fined not exceeding five hundred dollars, or imprisoned not exceeding six months, and shall be liable to suit for damages by any person injured thereby."

BAD EFFECTS OF UNEQUAL SCHOOL TERMS.

Situation.—We think that more uniformity in the several districts with regard to the time of commencing and closing their schools, should be adopted. At present, our schools vary in this respect four or five weeks, which makes it very inconvenient to visit them as the law requires. Some schools have vacations of uncertain duration, others have none. This splitting a term in the middle for a vacation, or piecing it out at the end, is not very beneficial to our schools, and puts the visiting committee to considerable inconvenience in ascertaining when the term will finally close, in order to make the last visit at the proper time. We would here remark, that as a loss of time during the term is sometimes unavoidable, and as trustees do not always determine, at the time of hiring, how long their schools will continue, teachers should give the visiting committee seasonable notice of the time when their schools will close. But in order to secure more uniformity as to the time of commencing and closing the schools,—taking into consideration the customs of different districts, and their wants and resources,—we have decided to recommend the following

PLAN.

	Commencing.	Ending.	Vacation.
Spring Term of 12 weeks	April 7th,	June 27th,	6 weeks.
Fall do. 12 do.	August 11th,	October 31st,	8 weeks.
Winter do. 16 do.	November 25th,	March 14th,	8 weeks.

This plan gives forty weeks school, and twelve weeks vacation, in each year. If all our schools would commence on the Mondays near-

est the dates above given, they would then be in session at the seasons most favorable to study. The Spring vacation would occur at a time when many families are moving from one district to another, which interferes very much with system and order, in the schools then in session; the Summer vacation during the season of haying, when help is most needed on the farm, and the weather is usually so warm that scholars can learn but little if they try; and the Fall vacation, at a suitable time to prepare for winter. This arrangement would furnish a greater amount of schooling in each year, requiring a less number of years to obtain an education, which would lessen the number of scholars in the schools, some of which are becoming too large for one teacher to instruct to advantage. Furnishing constant employment, it would induce competent persons to make teaching a permanent business. Districts would save the interest on their money now lying unemployed in the treasury, and the town's money could be apportioned to the several districts more justly than at present. Besides, the visits required of the Committee could be made at convenient times. As our terms are now arranged, the visits have to be made in the midst of the busiest seasons of the year, which prevents parents from attending at the same time.

North Providence.—There are other things, not depending on the teachers, which would increase the efficiency of our schools. The policy of having some very long terms and then a very short one seems justly questionable. The third month of a term is generally worth more than the first or even the second, but in examination, where the term has gone beyond the third month, it is frequently found that weariness has lessened the interest and energy of both teacher and pupils.

EVENING SCHOOLS.

Providence.—Six Evening Schools were opened on the 2d of December, and continued until the 12th of February, a term of nearly eleven weeks. About one thousand persons received instruction. Mr. Reuben A. Guild, chairman of the Committee on Evening Schools, in his report says:—"The average age of the scholars has been eighteen; the average attendance, seven hundred. As a general rule, children under 10 or 12 have been excluded, and also such as were known to be able to attend the day schools,—the object of the evening schools being to supply a positive want, or, in other words, to give the rudiments of an education to such of our population as are prevented, by age or circumstances, from attending upon the ordinary means of instruction during the day.

"As an illustration of the character and influence of our evening schools, the following statistics from the Third Ward, Pioneer Hall, may be found interesting. Number of scholars admitted, 202, viz.,

boys, 114; girls, 88. Average attendance, 118; oldest, 36; youngest, 9. Average age, 17. Nativity of the scholars: Irish, 180; Americans, 11; English, 7; French, 2; Russian, 1; Scotch, 1. In the beginning, it seemed doubtful whether anything in the way of evening instruction could be accomplished in this locality, so great was the disorder and confusion. But the quiet, persevering efforts of teachers, acquainted with their duties and thoroughly devoted to their work, soon accomplished what no police force, or any force whatever, could possibly have accomplished. Cheerfulness, good order and attention prevailed. The result has been a great and marked improvement in study, as also in character and general appearance. One man who, three months ago, could not read the simplest lesson in the Primer, has advanced so far as to be able to read quite fluently the daily papers. The same also of a class of boys and girls, who, during the term, have been advanced to the Third Reader. Another class of boys, who, four weeks ago, were working out their first sums in Arithmetic, are now able to work quite readily in Addition, Subtraction and Multiplication. The experience of this school has been in most respects, the experience of all. * * * *

Smithfield.—A few public spirited individuals by their praise-worthy generosity, during the past winter, have sustained free evening schools, which have been attended with marked results for good. Many of the French scholars, both children and adults, have made rapid improvement in various English branches. Reading, spelling, writing, grammar and arithmetic have been taught. The school at Slatersville, sustained by Messrs. J. & W. Slater, for 38 evenings during 16 weeks, had a total attendance of 116, an average attendance of 77.

The school at Forestdale, sustained by the Forestdale Manufacturing Co., for 18 evenings, during 9 weeks, had a total attendance of 35, an average of 30.

Newport.—The evening schools, under the gratuitous care of Miss Murray, assisted by several others, whose benevolence is worthy of praise, are accomplishing great good among a class who, without their kind efforts, would be almost destitute of instruction.

ANNUAL REPORT

OF THE

TRUSTEES OF THE NORMAL SCHOOL.

To the Honorable General Assembly :

In conformity to the law of the State, the Trustees of the Normal School respectfully submit their third annual report :

The term for which Hon. Samuel G. Arnold and Rev. T. Shepard were elected having expired, and the former gentleman declining a re-election, A. H. Dumont, D. D., was chosen to fill the vacancy. The terms for which Rev. John Boyden and William Goddard, Esqr., were elected will expire previous to the next annual meeting of this Board. It will be necessary that your Honorable body should take action in the premises previous to the first of April next.

Your Board of Trustees thus constituted have given their attention to the affairs of the school especially committed to their supervision, according to the requisitions of the statute, and are happy to report its increasing prosperity and usefulness under the continued care of the same Principal and Assistants.

During the past year, by order of the Trustees, the sum of \$90.00 has been expended in a valuable addition to the Philosophical Apparatus, chiefly in the department of Electricity. The department of natural science is now well supplied with the means of giving a competent practical demonstration of its elementary principles.

Valuable additions have been made to the Library during the year, among which are the following : Prescott's Philip II, 3 vols., Patton's United States, Harris on Insects, Marsh's Lectures on English Language, Bayard Taylor's Travels in Norway and Sweden ; also,

his Travels in Africa,—British Poets, 10 vols., Alibone's Dictionary of Authors, Lippincott's Gazetteer. The Encyclopedia Britanica is now complete. Thirteen volumes of Reports of the Massachusetts Board of Education have been received.

There are now rising of 1700 volumes of well selected books belonging to the school and subject to the daily use of the pupils, together with a variety of maps and charts of the latest and most approved authors.

During the past year 84 different pupils have been registered as members of the school for one or more terms. Of the twelve young men in the school during the last (the Fall) term, ten are now teaching in this State, the other two are yet in the institution. Indeed, the applications for teachers exceeded the ability of the Principal to supply the number called for. This fact evinces that a Normal training is becoming more and more a *sine qua non* in the demand of the public, in such as are sought for the responsible employment of teaching.

During the present term 48 have been registered as members, 10 males and 38 females,—a larger number than has been collected during any single Quarter since the school has been located in this town.

There is, to some extent, a misapprehension as to the studies proper to be pursued in an institution founded for the sole purpose of training young men and women to take charge of public schools. Letters of inquiry not unfrequently come to hand, wishing to know if Latin and the higher mathematics are taught, and in some instances, on being correctly informed, applicants have failed to attend.

From the nature of the case, Normal Schools must be limited to the general scope of studies pursued in our Public Schools and the best mode of teaching them. That teachers may begin rightly with their primary classes, it is essential that they should submit to a thorough drilling in the primary principles of an education. Many who enter this school, thinking themselves well posted up in the common branches of reading, spelling, geography, grammar, arithmetic, &c., soon find that their knowledge of these studies is very superficial—that they have never critically understood fundamental principles in any of them. Nor is it simply to explore fundamental principles that Normal discipline is needed. The best method of explaining them—the most intelligible annunciation of questions to draw forth the appropriate answers from the pupils, are also matters of primary importance, and receive constant attention in each department. For a better understanding of the branches taught, we here subjoin a schedule of the order of exercises during the Winter Term, now about closing:

ROLL-CALL, 8-30, A. M. DEVOTIONAL EXERCISES, 8.33 TO 8.45.

GENERAL EXERCISES IN SPELLING AND IN THE USE OF WORDS.

Class.	Time.	9.—9.45.	9.45—10.30.	10.30 10.45	10.45—11.30.	11.30 12.30	12.30 12.45	12.45—1.30
	Day.							
Entering.	Every day.	Arithmetic	Grammar.		Geography			Spell'g & Elocut'n.
Middle.	{ Mo. W. & Fr. Tu. & Thurs.	Arithmetic "	Algebra. Anal. & Gra.	RECROSS.	Phys. Geog Geometry.	General Exercises; Singing; Blackboard & Pencil Drawg	RECROSS.	Geog'y. Reading.
Advanced.	{ Mo. W. & Fr. Tu. & Thurs.	*Trench. Didactics.	Nat. Phil. Eng. Lit.		Algebra. Rhetoric.			Astron'y Zoology.

*Trench's English, past and present.

During the year the graduates and pupils of the institution have united under a compact called the Rhode Island Normal Association, for the cultivation of mutual friendship and improvement in promoting the responsible objects of their profession. Their first convention was held at the Normal Hall, Sept. 4th, 1862, at which Rev. D. Goodwin delivered an instructive discourse. A collation was provided, and followed by appropriate addresses by several invited guests. These gatherings are expected to be repeated yearly.

During the nine years of the existence of this Institution, 561 pupils have been admitted to share in its advantages. Every town in the State, with but one exception, has been represented within its halls. Ninety-five from other States have been admitted as pupils, many of whom have subsequently taught within the limits of Rhode Island.

In conclusion we would say that, the various apartments provided for the school are sufficiently capacious for the accommodation of one hundred scholars. The Faculty of instruction—an accomplished Principal, and two experienced Assistants, are fully adequate to the instruction and care of this number. Suitable boarding at convenient distances, and on reasonable terms, can be obtained. May we not indulge the hope that the increasing interest now manifested in the cause of popular education in every part of this State, will soon fill every seat in our Normal Hall.

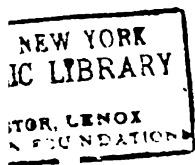
The disbursements of the year have been as follows:

Salaries of the teachers,.....	\$2,350.00
Silliman's Journal,.....	5.00
Philosophical Apparatus,.....	90.00

\$2,445.00

In behalf of the Trustees,

THOMAS SHEPARD.



NINETEENTH

ANNUAL REPORT

—ON—

PUBLIC SCHOOLS,

—IN—

RHODE ISLAND,

MADE TO THE GENERAL ASSEMBLY,

AT THE

JANUARY SESSION, A. D. 1864.

PROVIDENCE:

ALFRED ANTHONY, PRINTER TO THE STATE.

1864.

C W

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West Greenwich—No report received.	

REPORT.

To His Excellency the Governor, and the Honorable the General Assembly :

GENTLEMEN :—In conformity with law and usage, I present the NINETEENTH ANNUAL REPORT on the state and condition of the schools, and of education, in RHODE ISLAND, with plans and suggestions for their improvement.

The friends of education in this State have much reason for encouragement, at the manifest improvement in the standard of our District School instruction. School officers and teachers are becoming more and more alive to such a necessity, and the same spirit is gradually infusing itself into all our districts. Parents and guardians are responding to it, and are inquiring how they can best educate those who are committed to their care. "Sending children to school" no longer satisfies; there must be evidence that they are becoming wiser and better.

Since the last report, twelve additional schools have been established in the State, and fifteen more teachers have been employed. The number of male teachers is thirty-four less than the year previous, and that of female teachers forty-nine more. The increase of appropriations by the several towns, for school purposes, is nearly six thousand dollars

above those of last year ; and the increase of expenditures for school houses is nineteen thousand dollars over those for the year previous. There has also been an increase in the number of scholars, in both the summer and winter schools, as well as an improvement in the average attendance. Indeed, upon examining the returns, I notice that in one district, — No. 18, South Kingstown, — the whole number registered and the average attendance is the same. All this is encouraging.

By law, the appropriation of \$15,000 is apportioned equally among the districts, each district receiving \$37.50 ; and the appropriation of \$35,000 is divided among the several towns in proportion to the number of children therein, according to the last census, under the age of fifteen years.

The following tables show the number of school districts in Rhode Island, the division of the annual appropriation by the State of \$50,000 among the several towns, the time at which it is paid, and the number of children in the several towns under fifteen years of age.

NAMES OF TOWNS.	No. of Districts.	Apportionment of \$15,000, payable July 15th.	Apportionment of \$35,000, payable December 31st.	Total apportionment.	Population of the towns, under 15 years of age.
Barrington.....	8	112 50	162 90	275 40	265
Bristol	5	187 50	949 71	1,137 21	1,545
Burrillville	16	600 00	859 97	1,459 97	1,399
Charlestown.....	7	262 50	194 86	457 36	317
Coventry	18	675 00	772 68	1,447 68	1,257
Cranston	11	412 50	1,708 87	2,121 37	2,780
Cumberland.....	20	750 00	1,667 06	2,417 06	2,712
East Greenwich.....	5	187 50	510 20	697 70	830
East Providence...	8	300 00	398 94	698 94	649
Exeter	13	487 50	378 04	865 54	615
Foster	19	712 50	495 87	1,108 37	644
Glocester	15	562 50	466 56	1,029 06	759
Hopkinton	12	450 00	587 04	1,037 04	955
Jamestown	2	75 00	70 08	145 08	114
Johnston	15	562 50	676 17	1,238 67	1,100
Little Compton...	10	875 00	240 35	615 35	391
Middletown	5	187 50	209 61	397 11	341
Newport	6	225 00	1,914 79	2,139 79	3,115
New Shoreham	5	187 50	330 09	517 59	537
North Kingstown.....	14	525 00	621 46	1,146 46	1,011
North Providence..	10	375 00	2,487 08	2,862 08	4,046
Portsmouth	7	262 50	372 51	635 01	606
Providence	23	862 50	9,649 56	10,512 06	15,698
Pawtucket	5	187 50	866 11	1,053 61	1,409
Richmond	13	487 50	437 05	924 55	711
Scituate	14	712 50	845 21	1,557 71	1,375
South Kingstown.....	21	787 50	988 44	1,775 94	1,008
Smithfield	36	1,350 00	2,572 52	3,922 52	4,185
Tiverton	12	450 00	418 00	868 00	680
Warwick	15	562 50	1,779 50	2,342 00	2,895
Warren	5	187 50	486 84	674 34	792
Westerly	13	487 50	721 60	1,209 10	1,174
West Greenwich	12	450 00	257 50	707 50	419
Totals	400	15,000 00	34,997 35	49,997 35	56,934

The following table shows the average cost of educating each scholar in the City of Providence, in the five Counties, and the average in the whole State, for the past year :—

	No. of Scholars.	Cost per Scholar.
Providence.....	7,084	\$9 17
Providence County.....	15,472	7 14
Newport	2,178	11 38
Washington	2,200	5 11
Kent	2,336	4 14
Bristol	1,070	9 33
Average in the State.....		7 18

SCHOOL COMMISSIONER'S REPORT.

THE FOLLOWING TABLES SHOW THE AMOUNT OF MONEY EACH TOWN APPROPRIATED, AND THE AMOUNT EACH TOWN RECEIVED FROM THE STATE TREASURY, FOR THE SUPPORT OF PUBLIC SCHOOLS,
FOR THE SCHOOL-YEAR ENDING APRIL 30TH, 1863.

NAMES OF TOWNS.	Amount received from the General Treasury.	Amount of Town Tax.	Amount of regis-try tax, & from other sources.	Rate-bills.	Balance unex-pended.	Total from all sources.	Actual expendi-tures, exclusive of school houses.	Expended on school houses.	Amount of tax next year.	State appropri-ate for next year.
PROVIDENCE COUNTY.										
Providence.....	\$10,512 06	\$55,000 00	\$3,660 85	.....	.....	\$69,172 41	\$64,972 41	\$4,200 00	\$60,000 00	\$10,512 06
North Providence.....	2,862 08	5,000 00	395 00	375 00	256 24	8,888 82	8,888 82	.....	5,000 00	2,862 08
Smithfield.....	3,922 52	4,500 00	900 60	254 40	64 27	.....	9,178 62	.....	4,500 00	3,922 52
Cumberland.....	2,417 06	2,500 00	393 80	.....	.....	5,310 36	5,310 36	.....	2,500 00	2,417 06
Scituate.....	1,557 71	900 00	416 00	185 43	873 88	3,988 02	2,956 84	60 64	900 00	1,557 71
Cranston.....	2,121 87	8,000 00	348 65	.....	127 04	5,697 06	5,647 06	.....	4,000 00	2,121 87
Johnston.....	1,238 67	700 00	277 81	2 90	.....	2,219 38	2,219 38	.....	700 00	1,238 67
Gloicester.....	1,020 06	400 00	147 65	.....	20 18	1,598 90	1,551 82	110 00	400 00	1,020 06
Foster.....	1,108 87	237 68	743 46	14 00	708 92	2,812 43	1,894 53	.....	237 68	1,108 87
Burrillville.....	1,459 97	1,000 00	215 72	108 65	27 04	2,814 34	2,665 00	8,818 00	1,000 00	1,459 97
East Providence.....	698 94	1,016 54	161 09	.....	243 80	2,120 28	1,632 68	9,000 00	1,000 00	698 94
Pawtucket.....	1,053 61	3,500 00	14 10	.....	270 98	4,888 59	4,276 63	.....	3,000 00	1,053 61
Totals.....	\$29,981 42	\$77,754 22	\$7,673 55	\$940 38	\$2,692 85	\$109,803 09	\$110,595 15	\$17,188 54	\$88,237 68	\$29,981 42
NEWPORT COUNTY.										
Newport.....	\$2,139 79	\$9,500 00	\$528 00	.....	.....	\$12,167 81	\$17,638 86	\$8,979 18	\$10,500 00	\$2,139 79
Portsmouth.....	685 01	400 00	201 00	840 58	4 69	1,576 59	1,899 61	3 99	400 00	685 01
Middletown.....	397 11	500 00	48 09	284 70	.....	1,311 04	1,148 76	.....	500 00	397 11
Tiverton.....	868 00	500 00	70 00	.....	.....	1,438 80	1,588 57	.....	500 00	868 00
Little Compton.....	616 35	500 00	55 54	321 81	25 00	1,517 70	1,467 70	.....	500 00	616 35
New Shoreham.....	517 59	184 65	48 00	.....	.....	745 24	745 24	.....	184 65	517 59
Jamestown.....	145 08	35 00	27 22	140 85	.....	855 88	854 52	.....	35 00	145 08
Totals.....	\$6,317 93	\$11,510 05	\$707 85	\$1,096 94	\$29 09	\$19,112 20	\$24,707 75	\$3,983 17	\$12,619 65	\$6,317 92

WASHINGTON COUNTY.											
South Kingstown.....	\$1,775 94	\$481 00	\$801 45	\$817 82	\$814 20	\$2,875 71	\$2,486 44	\$5 10	\$481 00	\$1,775 94	
Westerly.....	1,209 16	381 04	108 08	68 90	.....	1,717 84	1,717 84	87 25	381 04	1,209 16	
North Kingstown.....	1,146 46	*450 00	277 65	.....	297 82	2,272 75	1,677 11	.....	450 00	1,146 46	
Exeter.....	865 54	189 02	76 44	.....	379 74	1,181 00	1,280 59	.....	189 02	865 54	
Charlestown.....	457 86	97 48	150 51	309 00	80 87	1,014 30	988 98	66 00	200 00	457 86	
Hopkinton.....	1,037 04	330 00	27 15	318 80	6 00	1,712 99	1,706 99	113 45	330 00	1,037 04	
Richmond.....	924 55	300 00	178 30	40 00	.....	1,442 85	1,442 85	80 00	300 00	924 55	
Totals.....	\$7,416 05	\$2,179 00	\$1,119 59	\$1,054 08	\$1,028 13	\$12,167 44	\$11,245 75	\$301 80	\$2,281 66	\$7,416 05	
KENT COUNTY.											
Warwick.....	\$2,342 06	\$1,500 00	\$1,257 14	\$822 79	\$269 54	\$5,421 99	\$5,152 45	.....	\$1,500 00	\$2,342 06	
Coventry.....	1,447 68	386 84	348 80	43 28	301 24	2,221 10	2,156 90	83 00	386 84	1,447 68	
East Greenwich.....	697 70	400 00	213 95	.....	.....	1,811 65	1,811 65	.....	400 00	697 70	
West Greenwich.....	707 56	162 35	152 92	50 00	.....	1,072 83	1,055 70	.....	162 35	707 56	
Totals.....	\$5,195 00	\$2,448 69	\$1,967 81	\$416 07	\$570 78	\$10,027 57	\$9,676 70	\$83 00	\$2,448 69	\$5,195 00	
BRISTOL COUNTY.											
Bristol.....	\$1,187 21	\$8,194 78	\$1,167 01	\$775 00	.....	\$6,275 00	\$6,275 00	.....	\$5,500 00	\$1,187 21	
Warren.....	674 84	1,800 00	500 04	126 48	96 18	8,100 86	2,976 89	27 29	2,100 00	674 84	
Barrington.....	275 40	300 00	43 65	142 50	92 00	761 55	740 96	53 84	300 00	275 40	
Totals.....	\$2,086 95	\$6,294 78	\$1,710 70	\$1,043 98	\$188 18	\$10,137 41	\$9,092 85	\$81 13	\$7,900 00	\$2,086 95	

* Last year

RECAPITULATION BY COUNTIES.

Providence County.....	\$29,981 42	\$77,754 22	\$7,673 55	\$940 88	\$2,592 35	\$109,308 09	\$110,595 15	\$17,188 54	\$83,227 68	\$29,981 42	
Newport County.....	5,817 98	11,619 65	970 85	1,096 94	29 69	19,112 26	24,797 76	8,983 17	12,619 65	5,817 93	
Washington County.....	7,416 05	2,179 03	1,119 53	1,054 03	1,028 13	12,167 44	11,245 75	301 20	2,281 66	7,416 05	
Kent County.....	5,195 00	2,448 69	1,967 81	416 07	570 78	10,027 57	9,676 70	83 00	2,448 69	5,195 00	
Bristol County.....	2,086 95	5,294 78	1,710 70	1,043 98	188 18	10,137 41	9,992 85	81 13	7,900 00	2,086 95	
Totals.....	\$49,997 35	\$99,296 48	\$13,442 50	\$4,551 45	\$4,409 13	\$160,747 77	\$166,807 71	\$21,587 04	\$108,487 68	\$49,997 35	

SCHOOL COMMISSIONER'S REPORT.

The following tables show the number of teachers of both sexes, the number of boys and girls registered, and the average attendance of the same, in the Public Schools of this State, for the school-year ending April 30th, 1863.

SUMMER RETURNS.							WINTER RETURNS.						
NAMES OF TOWNS.	Male Teachers.	Fem. Teachers.	Boys.	Girls.	Whole No.	Average attendance.	Male Teachers.	Fem. Teachers.	Boys.	Girls.	Whole No.	Average attendance.	
PROVIDENCE COUNTY.													
Providence.....	12	142	8,963	4,132	8,095	7,084	12	142	8,963	4,132	8,095	7,084	
North Providence.....	9	28	1,099	952	2,051	1,516	9	28	1,099	952	2,051	1,516	
Cranston.....	1	27	792	639	1,431	1,071	1	27	792	639	1,431	1,071	
Johnston.....	1	11	399	279	688	361	4	11	323	305	638	424	
Scituate.....	3	15	288	320	614	437	8	18	409	337	746	522	
Foster.....	...	16	158	231	389	247	13	5	259	256	525	325	
Glocester.....	3	11	219	239	455	322	10	6	284	201	485	344	
Burrillville.....	...	17	301	355	656	458	5	15	433	375	808	631	
Smithfield.....	8	38	1,138	1,125	2,263	1,971	15	31	1,178	1,099	2,238	1,900	
Cumberland.....	4	29	574	550	1,124	882	10	15	615	547	1,122	890	
East Providence.....	...	8	174	182	356	277	1	8	213	183	386	290	
Pawtucket.....	2	10	279	280	559	417	2	12	394	392	606	465	
Totals.....	43	341	9,294	9,287	18,581	15,043	90	313	9,892	9,249	19,141	15,472	
NEWPORT COUNTY.													
Jamestown.....	...	2	31	37	73	51	2	...	45	18	63	44	
New Shoreham*.....	1	4	213	168	381	294	4	1	239	155	385	294	
Newport.....	4	23	547	546	1,131	976	4	23	545	586	1,131	976	
Middletown.....	2	3	99	89	182	128	4	2	131	53	184	129	
Portsmouth.....	3	3	128	151	279	172	5	2	211	115	326	247	
Tiverton.....	...	13	166	238	404	269	4	9	236	211	447	299	
Little Compton.....	1	9	104	126	230	153	8	2	163	121	284	204	
Totals.....	11	57	1,288	1,392	2,680	2,049	11	39	1,561	1,250	2,820	2,178	
KENT COUNTY.													
Warwick.....	6	14	971	914	1,885	1,262	11	13	1,016	963	1,979	1,375	
Coventry.....	5	8	226	252	478	314	11	1	320	295	615	452	
West Greenwich.....	...	5	50	70	120	64	8	4	145	134	279	200	
East Greenwich.....	1	3	45	58	103	58	4	4	235	208	444	309	
Totals.....	12	30	1,292	1,294	2,586	1,698	39	21	1,717	1,600	3,317	2,336	
WASHINGTON COUNTY.													
Exeter.....	3	5	106	131	237	132	9	3	206	121	327	224	
Hopkinton.....	3	9	184	218	402	265	7	5	249	195	444	317	
Westerly.....	2	11	210	178	388	290	8	4	264	205	469	336	
Charlestown.....	1	5	66	84	150	118	4	3	117	101	218	161	
South Kingstown.....	4	12	242	267	509	368	10	14	421	290	711	523	
North Kingstown*.....	1	3	49	63	112	73	10	7	393	293	681	455	
Richmond.....	3	10	75	122	197	153	12	1	152	117	268	194	
Totals.....	17	57	932	1,063	1,995	1,400	69	37	1,802	1,297	3,099	2,300	
BRISTOL COUNTY.													
Barrington.....	...	3	77	76	153	102	1	2	90	59	149	125	
Warren.....	1	9	181	194	375	296	3	7	214	197	411	294	
Bristol.....	5	11	323	392	705	619	6	10	366	338	704	621	
Totals.....	6	23	581	652	1,233	1,007	10	19	670	594	1,264	1,070	

*Last year.

RECAPITULATION BY COUNTIES.

Providence County.....	43	342	9,294	9,287	18,581	15,043	90	313	9,892	9,249	19,141	15,472
Newport County.....	11	57	1,288	1,392	2,680	2,049	31	39	1,561	1,259	2,820	2,178
Kent County.....	12	30	1,292	1,294	2,586	1,698	39	22	1,717	1,600	3,317	2,336
Washington County.....	17	55	932	1,063	1,995	1,400	69	37	1,802	1,297	3,099	2,300
Bristol County.....	6	23	581	652	1,233	1,007	10	19	670	594	1,264	1,070
Totals.....	89	507	18,387	18,688	37,075	21,188	230	430	15,642	13,999	29,641	23,266

The following table shows the number of towns, school districts, the children under fifteen years of age, the amount of school monies appropriated, expended, &c., &c., in the State :—

Number of towns in Rhode Island.....	33
“ “ Providence County.....	12
“ “ Newport County.....	7
“ “ Washington County.....	7
“ “ Kent County.....	4
“ “ Bristol County.....	3
Children under 15 years of age in Rhode Island.....	56,934
“ “ “ Providence County.....	36,756
“ “ “ Newport County.....	5,784
“ “ “ Washington County.....	6,391
“ “ “ Kent County.....	5,401
“ “ “ Bristol County.....	2,602
Number of School Districts in the State.....	400
“ “ Schools.....	512
“ “ Teachers ..	660
“ “ Male Teachers.....	230
“ “ Female Teachers.....	430
Number of Scholars in Summer Schools.....	27,075
“ “ “ “ last year.....	24,934
Increase.....	2,141
Average Attendance..	21,188
“ “ last year.....	19,691
Increase.....	1,497
Number of Scholars in Winter Schools.....	29,641
“ “ “ “ last year.....	29,335
Increase.....	306
Average Attendance..	23,256
“ “ last year.....	22,627
Increase.....	629
Amount of permanent school fund.....	\$397,803 00
Amount appropriated annually by the State.....	\$50,000 00
“ “ last year, by the towns.....	99,296 00
“ from registry taxes.....	13,442 00
“ from rate bills...	4,551 00
Balance from last year.....	4,409 00
Total for school purposes during the year.....	\$171,698 00
Increase from year previous.....	5,946 00

Amount expended on school houses.....	\$21,587 00
Increase from year previous.....	19,010 00
Annual appropriation for Normal School.....	2,500 00
“ “ “ Rhode Island Schoolmaster.....	300 00

The following table shows what sums were appropriated by the General Assembly last year, for the support of the Indian School, and reformatory and benevolent institutions:—

Indian School in Charlestown.....	\$150 00
Reform School in Providence.....	12,000 00
Butler Hospital, for insane, deaf, dumb, blind and idiotic, insane poor	14,000 00
Total.....	<hr/> \$26,150 00

If any one thing was ever shown to have a practical value, this war of rebellion, which now darkens the heavens and reddens the land, has most abundantly demonstrated *popular education to be that one thing*. While diffusion of knowledge among the masses, has been the exact measure of unconditional loyalty, the perpetuity of ignorance has been as exact a measure of unconditional treason. Our fathers early foresaw that, in a free republic, this would be the inevitable result. They saw that the establishment and maintenance of regulated Christian liberty, depended upon the education of the common people; that no matter what constitution was written, or what laws were framed, by one generation, if the generations which succeeded it were not trained to the full measure of that intelligence and virtue which dictated the one and enacted the other, all constitutions and all laws, however valuable in themselves, were no better guarantees and safeguards for the rights which they were designed to secure, than the blowing of the East wind or the spread of the spider's web. Their form they might have received from the dead, but their vitalizing power they must ever take from the living.

Our fathers, when they broke from the bondage of "crumbling monarchies," and made perfect the breach by toils, and sacrifices, and blood, were imbued with two great ideas, viz.: self-government and self-instruction,—the establishment of a Free Republic and of Free Public Schools. In providing for the latter, they only re-asserted the maxim of all governments, viz.: *the necessity of educating the governing class*. But they widely differed from all, as to who should constitute this class. Continental Europe declared for crowned heads. England echoed, a titled aristocracy. From America went up the glorious shout, "We, the people!"

While Charles the First was blurting out the old monarchical heresy, that "the people's right was only to have their goods and their life their own, a share in the government being nothing to them," the colony of Massachusetts Bay was declaring to the world the democratically opposite doctrine, that "The *people* of this commonwealth have the *sole* and *exclusive* right of governing themselves as a free, sovereign and independent state."

By our form of government, we are shut up to the necessity of educating the whole people; and any denial of this,—as we are now sadly made to feel,—is a departure from the spirit of our free institutions. How clearly does the history of our government show this. *Here* we have free labor, free schools, and a free people. No man so poor, no man so low, but he may, if he chooses, clothe himself with power, and crown himself an aristocrat! Here the people pledge themselves, unconditionally and incontrovertibly, to the maintenance of the Constitution and the Laws. *Elsewhere*, free labor is a degradation; free schools are a by-word, and a free people an absurdity. There poverty is perpetual, and ignorance is condemned to helpless and hopeless servitude. There the masses are the tools of a supercilious and traitorous oligarchy, lifting its red hand against all constitutions and all laws,—a curse to any people.

I have seen, in some building which I have visited, an

arrangement whereby, when one entrance was opened, another entrance was closed. A similar connection exists between the school house and the penitentiary. Open the doors of the one, and by the same act you close the gates of the other. Where ignorance abounds, there vice much more abounds. Education secures virtue and good government. Alluding to this, Mr. Webster, in one of his speeches at the West, said:—"If one object of the expenditure of your revenue be protection against crime, you could not devise a better or cheaper means of obtaining it. Other nations spend their money in providing means for its detection and punishment; but it is for the principles of our government to provide for its never occurring. The one acts by coercion, the other by prevention. On the diffusion of education among the people, rests the preservation and perpetuation of our free institutions. I apprehend no danger to our country from a foreign foe. The prospect of a war with any powerful nation is too remote to be a matter of calculation. Besides, there is no nation on earth powerful enough to accomplish our overthrow. Our destruction, should it come at all, will be from another quarter. From the inattention of the people to the concerns of their government,—from their carelessness and negligence,—I must confess I do apprehend some danger. I fear they may place too implicit a confidence in their public servants, and fail properly to scrutinize their conduct; that in this way they may be made the dupes of designing men, and become the instruments of their own undoing. *Make them intelligent, and they will be vigilant; give them the means of detecting the wrong, and they will apply the remedy.*"

A distinguished historian has testified thus:—"Educate the people!" was the first admonition addressed by Penn to the commonwealth he founded. *Educate the people!* was the last legacy of Washington. *Educate the people!* was the unceasing exhortation of Jefferson, whose greatest delight it was to pare down the functions of governments to the lowest

possible point, and to leave the freest possible scope for the exercise of individual rights."

Educate the people! floats upon every bar of our national ensign, and is made luminous by every star. *Educate the people!* rattles forth the musketry, and booms out the red artillery of war. *Educate the people!* is inscribed in crimson over ten thousand soldiers' graves. *Educate the people!* is the agonizing prayer of thousand upon thousand of weeping mothers and orphan sons. Let the loud response go forth from every district of the land, EDUCATE THE PEOPLE!

One of our most distinguished statesmen says: "Among the planets in the sky of New England,—the burning lights which throw intelligence and happiness on her people,—the first and most brilliant is her system of common schools. I congratulate myself that my first speech on entering public life was in their behalf. Education, to accomplish the ends of good government, should be universally diffused. Open the doors of the school house to all the children of the land."

Early in our colonial history, we find provision for free schools,—schools at which all the children, the rich and the poor alike, might stand and be taught together. Education was guaranteed to the child, not as a privilege, but as a right. In confirmation of this, it is found among the old colony laws of two centuries past, that "it was ordered that the selectmen of every town should have a vigilant eye over their brethren and neighbors, to see, first, that none of them should suffer so much *barbarism* in any of their families, as not to teach, by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue;" and furthermore, "forasmuch as the maintenance of good literature doth much tend to the advancement of the weal and flourishing state of societies and republics, this court doth therefore order, that in whatever township in this commonwealth, consisting of fifty or upwards, any *meet man* shall be obtained to teach a

grammar school, such township shall allow at least twelve pounds, to be raised by rate on all the inhabitants."

Some of our trustees and school officers would do well to heed the old law of that time, concerning the qualifications of teachers. "The teacher of a common school must be a person of good sense, having a good, clear pronunciation, good health, and a sound constitution."

Daniel Webster, in his centennial address, delivered at Plymouth Landing, in 1822, thus eloquently refers to our New England policy of free public schools: "In this particular, New England may be allowed to claim, I think, a merit of a peculiar character. She early adopted, and has constantly maintained, the principle that it is the undoubted right, and the bounden duty of government, to provide for the instruction of all youth. That which is elsewhere left to chance or to charity, we secure by law. For the purpose of public instruction, we hold every man subject to taxation in proportion to his property; and we look not to the question whether he have or have not children to be benefited by the education for which he pays. We regard it as a wise and liberal system of police, by which property, and life, and the peace of society are secured. We seek to prevent, in some measure, the extension of the penal code, by inspiring a salutary and conservative principle of virtue, and of knowledge, in an early age. We hope to excite a feeling of respectability, and a sense of character, by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction we seek, as far as possible, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law, and the denunciations of religion, against immorality and crime. We hope for a security beyond the law and above the law, in the prevalence of enlightened and well principled moral sentiment. We hope to continue and prolong the time

when, in the villages and farm houses of New England, there may be undisturbed sleep within unbarred doors."

Accepting these ideas, the good people of this State have wisely established a system of public schools, which will compare favorably, both in theory and practice, with any similar system in any State of the Union. It remains for us to continue to secure its greatest good to the greatest number. The idea is, that every child is entitled to an education, no matter what the unwilling parents may think about it. No parent has the right to say—My child is exclusively my own; I will allow him so much of learning as I see fit, and the State has no right to compel me to do anything more. Such is not the truth. Every child belongs also to the State. If obedient, the State will reward him in the security of every personal right; and if he is disobedient, the State must punish him. If he is helpless, the State must support him. It is an obligation and policy, on the part of the State, to provide for his proper education. The State needs his services as an intelligent elector; as a wise legislator; as a careful councillor; as a thoughtful philosopher; as a conscientious juryman; as an incorruptible patriot; as a kind and virtuous citizen; as an educated and honest MAN,—a man whom no demagogue would presume to lead, and whom no traitor could hope to corrupt. The more of a man the State makes of its citizen, the more of a government will the citizen make of the State. Intelligence is the better subject, as well as the better ruler; and just in proportion as a man is left incapable of governing himself, is he rendered difficult to be governed by any body else. Intelligence is the life, as well as the light and glory, of a nation. *Life is light*; as it is written, "In Him was life, and the *life was the light* of men." "He" was the true exponent of a universal law.

If our fathers were wise and good, our sons should be wiser and better. The law of progress is an educational law. The wisdom and the patriotism which framed our Con-

stitution and our Laws, have gone up to their reward. The Constitution and the Laws remain—let us be thankful—and if we would maintain them perpetually, coming generations must be educated to a like intelligence and virtue. There must be an uninterrupted priesthood in the great Temple of Liberty, or the fires, which from its altars have lighted the world for a century, will go out in impenetrable darkness.

It is sometimes said, "Place the means of education within the reach of every man, and if he remains ignorant, it is his own hurt and his own reproach." This is not true. The law is, when one member suffers, all the members suffer with it. A man's ignorance is no more limited to himself, than is his knowledge. The ignorant man produces less, buys less, consumes less. His product is inferior in quality and in quantity; and his own product limits his demand for the product of others. So far as he is uneducated, he is a drone and not a worker, a hindrance and not a help. Ignorance costs more than it brings.

A nation's products are in direct ratio to the diffusion of knowledge. Its elements of prosperity lie in its strength, its virtue and its intelligence; in its hands, its heart and its head. Educate the first, and you secure so much prosperity. Educate the first and second, and you secure so much more. Educate the three, and you place it in the first class of national producers and consumers. This is a universal law; and the establishment and maintenance of free schools is obedience to it. A people must be strangely blind to its own self-interests, that fails to recognize this; and this Republic will not have attained unto the full measure of its glory, until all over the North, the South, the East and the West, is established the grand old democratic doctrine of *free government, free labor, and free schools.*

This being admitted, it becomes a matter of universal interest to inquire what obstacles are in the way of our educational progress. I answer, first—

WANT OF PARENTAL INTEREST IN SCHOOLS.

It is one of the strange anomalies of humanity, that any parent should be indifferent to that which promises so much for the well being of his child as does our system of public instruction. The philosophy of this indifference is not in every instance easily discovered. It is the result of a combination of forces operating through our perverted natures. To provide against these hostile influences, stand all our compulsory laws. But these only check them; they do not, and cannot remove them.

The primary cause of this want of interest is, as it seems to me, that parents do not rightly comprehend the responsibility which rests upon *them*, in the training of the child. They place the whole burden upon others' shoulders, whereas, a portion of it belongs, primarily and exclusively, upon their own. They recognize the fact that the child is "made," but seem to forget that he is made only a *child*, and that he is yet *to be* made a *man*. Hence they do not recognize the agency and the responsibility which the *future* creation imposes upon them; and that they must continue to be co-agents with the great Author in this *process* of creation, or the creation fails. It can no more be successfully continued, than it could have been begun, without their agency. A vital and vitalizing power must continually go out from the parent to the child, to nourish and to train it, and to help it in attaining to the fullness of perfect manhood.

Out of this parental indifference comes half of the evils which beset our schools. Undervaluing the importance of an education, parents come to undervalue all the agencies for securing it. First, the district meeting is neglected, or is only attended to gratify some personal or political pique, or to vote down a proposition to repair or build a school house. Otherwise, the most trivial excuse keeps them away from this most important gathering. As a consequence of

this, incompetent school committees are chosen, and inefficient trustees are elected. The school house is left out of repair, poorly furnished, half warmed, and illy ventilated. The best school books are not sought for, or if found, are not furnished. With this indifference and neglect, comes parsimony,—a niggardly, wretched policy, that secures for the school the services of an instructor of inferior attainments, of little experience, and of less conscience. He feels his incompetency, and in the vain attempt to conceal it from the microscopic eyes of the school room, only exposes still more the utter awkwardness of the whole man. That confidence which he ought to have commanded, and which is indispensable to success, he fails to receive. He loses the respect of his pupils, and after this, the sooner the better if they lose him.

Now, with a proper appreciation of the value of an education, the parent would feel that he had a right to demand the best instruction, and would take measures to see that it was secured. He would feel that a teacher was like any other commodity in the market,—the best quality would command the best price; and while it may occasionally be true that a cheap teacher has kept a better school than another to whom more was paid, every body knows that such is not the rule. He would know that no thoroughly qualified teacher would so far cheapen his qualifications, or compromise his self-respect, as to let himself to the lowest bidder. While it is true that a right-minded teacher will not allow his monthly compensation to be the measure of his educational zeal, it is very encouraging to him to feel that his hire is worthy of his labor. A consciousness of duty faithfully performed may be exceedingly comforting in his hours of quiet retirement, but it hardly compensates for the deficiency of small change in the settlement of the quarterly bills of his grocer and butcher. No man can be expected to give his life for less than what will enable him to live. No man expects to secure able and faithful agents in other

departments of business, if he does not sufficiently compensate them. The shrewd manufacturer bids high for skilful labor, and so with the mechanic and the artisan. The anxious father employs the best medical aid for his sick son, and expects to pay for it. The embarrassed client consults the most learned counsel, and he expects the fee to be, in some degree, the measure of the value of the service which he receives. No congregation hopes to secure the services of a "popular divine," without the payment of a liberal salary. And no parent who is not culpably indifferent to the educational interests of his children, would think of limiting the wages of the schoolmaster, to less than those of the common day laborer.

Now, while teachers are not, as a class, captivated by a love of lucre, they are not so unlike men of other professions, as not to be possessed of a desire that their income should secure an honest living. This is reasonable, and to this they are entitled. Parents have no claim upon the services of a good teacher, who are unwilling to pay the frugal expenses of such a teacher, and to remunerate him for the time, labor and cost of securing his educational qualifications. Burton, in his *Anatomy of Melancholy*, thinks that parents who attempt this, are more careful of their shoes than of their feet,—that they rate their wealth above their children. Besides, small pay implies limited confidence; there is either an undervaluation of education, or of the educator, or both; and he who denies an adequate compensation to him who is engaged in the high and sacred vocation of educating his children, must not complain at the want of sympathy between the parent and the teacher. Few men are apt to be very cordial where they feel that they are not appreciated; and as nothing is more likely than a liberal salary, to secure an efficient teacher, so nothing more certainly ensures the hearty co-operation of parents.

This brings us to another evil growing out of parental

indifference, viz : a want of co-operation with the teacher, both in discipline and instruction.

One of the first indications that the teacher has not the co-operation of the parent, is, the want of punctuality, and the irregular attendance of his pupils. By far the larger part of each of these cankering evils, grows directly out of parental indifference. The teacher inquires, "Jane, why were you not at school yesterday afternoon?" Jane replies, "Mother and I went over to see cousin Lucy." "John, you were late this morning: why was that?" "I stopped to feed the hens, and split wood." "James, I missed you at school, last week." "Yes, sir; father wanted me to help finish husking." And so through the whole term, these trivial excuses are given for such grave offences. Do not parents see that requiring or allowing these things, is utterly subversive of all attempts, on the part of the teacher, to secure proper discipline? It disturbs and disarranges school order, prevents classification, and retards progress. It begets want of interest, and a negligence on the part of the pupil, and discourages every effort of the teacher to secure order, system, punctuality, regular attendance, diligence and enthusiasm. I am satisfied that only a *very little* attention, on the part of parents, would remedy the grievous evils of tardiness and absenteeism. They should feel that it *does* matter whether John is at school ten minutes earlier or ten minutes later; that it *is* of consequence whether Jane is frovolously detained, or James intermits his studies; and that they are to blame for the "matter;" and justly held responsible for the "consequence." So long as parents indulge in such utter apathy in these things, so long will these evils referred to exist, in spite of all the complaints of teachers, and all the lecturing of school-men.

What is true of habits of regularity and punctuality, is none the less, but all the more true, of more strictly *moral* habits. That teacher strangely mistakes his duty, who does not strive, day by day, to inculcate in his pupils principles

of incorruptible honesty, and undeviating truth. Much as our prosperity and happiness, as a free people, depend upon a well-developed intellect, the establishment and perpetuity of our free institutions are still more intimately associated with a rightly educated heart. It is essential to the life of an enlightened Christian republic, that its children be trained to regard honesty as better than gold, and a conscience poised in its integrity as more precious than jewels. Boys cannot be too early taught that any honor which is bartered for rectitude of principle, is obtained at much too high a price; and that no earthly applause so satisfies the aspirations after power, and place, and a name, as does the silent "well done" of an approving conscience. In all their strivings after earthly knowledge, our citizens should be reminded that no other wisdom is at all to be compared with that which begins and ends in the fear of the Lord.

But all pains-taking in this direction in the school room is of but little use, unless the teachings at home and by the fireside are in harmony with it. How can the teacher train the child to the exercise of a generous sympathy and kindly charity, while the soul of the parent is shut up to a miserable selfishness, and is a stranger to that which blesseth alike him that gives and him that takes? Will the son's hand be extended while the father's heart is closed? How can the schoolmaster prepare the child to become a ministering spirit amidst the sorrows and burdens of life, while at home the needy and houseless are turned out to the too close embraces of penury and the storm? How can he instruct the boy in the principles of truth and uneducable integrity, with the least prospect of success, when at home the broadest equivocations are allowed, and bargains are driven with a very questionable "shrewdness"? Can we expect a child to become courteous and obliging abroad, while he is neither affectionate or respectful at home? Will he be very likely to be obedient at school, whose eye is allowed to mock at his father, and whose stubborn heart,

with impunity, scorneth to obey his mother? Will he be gentle and circumspect in his deportment, who has before him, in the domestic circle, a continuous example of impulsive speech and boorish vulgarity? Will his thoughts and words be pure and simple, whose ear is filled with coarse jests and profane utterances at his own fireside? Can any teacher be expected to influence a child in the cultivation of habits of personal cleanliness, of order, of self-discipline, of punctuality, of diligence, when none of these things are either illustrated or enforced by parental precept or example? Can he train him to think upon, and to love in school, whatsoever things are true, honest, pure, lovely, and of good report, while at home he is *educated* in the very reverse, and dwells with falsehood, impurity, and whatsoever things are of evil report? The wonder is not that teachers, with such surroundings, so often fail; the greater wonder is, that they succeed at all.

Well may the educator who thus fails to receive the active co-operation of parents, in securing for their children such a manhood as our age and country is demanding,—“well built, vital, manifold and harmonious, full of truth, full of wisdom, full of energy, full of faith;” take up the lament of the preceptor of Killinworth Academy:—

“How can I teach your children gentleness,
And mercy to the weak, and reverence
For life, which, in its weakness or excess,
Is still a gleam of God's omnipotence,
Or death, which, seeming darkness, is no less
The selfsame light, although averted hence;
When, by your laws, your actions, and your speech,
You contradict the very things I teach?”

What is true of morals, is also true of intellectual culture and discipline. It is an error, and quite unfair, to throw all the labor in this direction upon the schoolmaster. Many parents do not seem to be aware how much a little interest, or a little aid, on their part, will encourage and stimulate the pupil, and so relieve the wearisome charge of the

teacher. There are great obstacles in the way of education, as there are in every other way,—unless it be the road to evil,—and parents must join to remove them. Sluggishly developing faculties are to be stimulated; limited capacities for thought, to be enlarged; habits of constant and undivided attention, to be formed; slow perceptions to be quickened; indistinct conceptions to be made clear and tangible; obscure and recondite problems are to be brought, not merely within the circle of comprehension, but into the grasp of apprehension; treacherous memories are to be made trustworthy; an habitually erring judgment is to be corrected; a general disinclination to study to be overcome; and the whole intellectual nature to be subjugated to such discipline, as will best capacitate it to grapple successfully with the various problems of life, and accomplish the purposes for which it was created. In this great work, both the child and the teacher need the aid of the parent.

Children instinctively yearn for sympathy. They dislike to be alone. At play, walking, jumping, skipping, running, skating; at work, hoeing, raking, weeding, they always desire company. It adds zest to sport, and relieves labor of much of its irksomeness. It will be found to be precisely the same in their studies. The interest, and judicious aid of a parent or elder brother, affords encouragement, and begets an enthusiasm which they need, but do not find when alone. Besides, "the reciprocity is not all on one side." The assistance which the parent gives to his child, benefits himself as well as the child. It brings him into closer sympathy with both the teacher and the pupil; enkindles educational interest, and keeps alive old school-day associations. It is a review of forgotten studies. It prevents a lapse into a fossil state, and imparts freshness and newness of life. Many a parent can testify how much a review of geography, of a winter evening, with his boy, has refreshed his memory of the almost forgotten study, and taken him round the world again, with all the enthusiasm, and more of the accuracy, of

his earlier days. The hearing of a spelling-lesson has corrected his orthography. A little interest in the grammar-lessons has enabled him to better comprehend the mysteries of etymology, syntax and prosody; and an occasional review of the slate has not found its limit, either in arithmetical or geometrical progression, with the difference positive, and the ratio greater than unity. If parents could be brought to feel the importance of their children improving a portion of the time out of school-hours in devotion to study, and if they would persuade them of their earnest conviction of its importance, by systematic example, I know of nothing which would be so likely to secure rapid advancement in educational progress, and which would so soon enable us to realize what our system of common schools proposes,—the thorough education of every child in the State.

Parents ought to feel it to be an implicit agreement with the teacher, that they should, at the fireside, superintend the performance of the pupil's duties. Let them devote a leisure hour each evening, to an inquiry into the child's progress, join him in his studies, aid him in his difficulties, encourage him in the proposition of questions connected with his lessons, and illustrate principles, especially in their application to practical life. Let this be done regularly, earnestly, systematically, and not made subordinate to the most trifling hindrances, and parent and child will soon come to feel that an education is of some importance, and that it makes an essential difference, in its happiness and prosperity, whether a community is ignorant or intelligent. If they would do this, they would accomplish more for the education of their children, than by the furnishing of all necessary books, masters, and other educational appliances, without this. Incidentally and occasionally recommending children to study, is very good advice; but the devotion of a portion of a leisure evening with them, to the studies themselves, is an example of four-fold value.

I believe that the usual excuse, for neglecting this plain

parental duty, is want of time. Such a reason must be offered frivolously or inconsiderately. A little reflection will show that it has no foundation in fact, and I am quite certain that a little earnest effort would dissipate its shadow.

Another cause of parental indifference, in matters of educational interest, is the vague, but very general impression, that somehow or other, education unfits a man for labor; that his disposition, if not his capacity, for physical exertion, is in direct ratio to his ignorance, and that the amount of his intellectual culture is a very accurate measure of his idleness; that all learning renders the muscles flabby; that the philosophy of the books is sure to suck the marrow from the bones; that every student is a confirmed dyspeptic, and that a wise head is synonymous with a feeble constitution. If this was true, it would certainly be a very satisfactory reason why the great mass of men should care so little "whether school keeps or not." Indeed, it would furnish a very tolerable pretext why they should desire that the schoolmaster should remain at home; for the daily bread of most men is, and always will be, in the daily labor of their two hands. But the impression is not true.

It is said that no where is popular education so widely diffused as in New England; and no where can there be shown more of practical, productive, remunerative industry. The hand, with the head to aid it, is not only the more skilful and efficient hand, it is the more diligent one. Loafing is the fruit of ignorance, not of knowledge. If you wish to render a child a vagabond, keep him *from* school; if you desire him to become a sober and industrious man, send him *to* school. Education, in its influence upon the laboring classes, begets in them habits of industry, as well as honesty; of diligence, as well as sobriety. They are more constant at their labors, and more dexterous in the accomplishment of them. In every department of industry, those who accomplish the most, and in the best manner, are

invariably those who are the best educated. They are more attentive to the processes in which they are engaged, adapting themselves to their work, and their work to themselves, and so save a large amount of time, power, and capital, which the ignorant hand and the uneducated head would forever lose.

Another source of general indifference lies in the impression that our standard of common school education is about as high and comprehensive as is desirable; and if we can manage to retain what we have gained, we shall meet all necessary demands, and be doing well enough. What a comment is this upon Divine Wisdom, and our Humanity!

Our various faculties were given to us for the promotion of our well-being;—those of our physical nature, for the security and enjoyment of health; those of our intellectual nature, for the security and enjoyment of prosperity; those of our moral nature, for the security and enjoyment of happiness. If this is so, then the more fully these faculties are developed, the more abundantly shall we secure these three things which we are created to enjoy. Men make the most of their wares, their merchandise and their ships; their arts, their manufactures, their commerce. When will they learn to make the most of *themselves*? The ends of the world are compassed for *money*; when will there be a little pains-taking for *wisdom*, whose “fruit is better than gold?”

The Divine Author intended that all our faculties should be used, and that we should derive pleasure in the use of them. But they cannot be used until they are developed, and they cannot be developed except by such causes, or system of causes, as shall bring into natural and efficient action all the energies of our moral, intellectual, and physical nature: and it is the duty of every community, by its legislators, to establish that system, which will most speedily and successfully accomplish this result. Nor should it be left either to the parent's or the child's choice, whether he will avail himself of the advantages thus offered, or not.

We start with the declaration,—which is a practical truth, and no mere abstraction,—that virtue and knowledge are indispensable to the existence, safety and permanency of a free republic; and then, instead of recognizing the relation which childhood holds to maturer years, instead of acknowledging and appreciating those powers and capacities of the human soul, upon the right exercise and filling of which, our prosperity, as a State, depends, we crowd the statute book with fines and penalties. We substitute discipline for instruction, and punishment for guidance. Our legislatures need to come up to the full idea of Christian legislation; furnishing, by law, to every youth of the State, during the impressive and formative period of childhood, those *moral* and intellectual elements which shall secure, for its manhood, knowledge and virtue. They should be taught in the school-house that morality which is required, by the laws of God, on the farm, in the market-place, and in the forum.

If virtue and knowledge protect property, then property should be taxed sufficiently to secure them. If books are aids for the attainment of this result, then the best books are the best aids, and the State should *require* them. If accomplished teachers are indispensable, then the State should provide ample means for preparing them, and should see to it that the compensation is sufficient to retain their services. Having made these preliminary provisions, upon a scale somewhat commensurate with the importance, the dignity, and the grandeur of the end to be obtained, let it be *required* that every child should have the advantages of them.

If every child has a right to a moral and intellectual education, then every State has the *power* to secure that right to the child, by compulsory laws. No child should be allowed to be deprived of it. A State will have just what it gives its children, and will be just what it makes its children. What secures their virtue and knowledge, secures its dignity and wealth, and in a corresponding ratio. With the

State, popular education is a question of self-defence. If the State has a right to defend itself against crime, is it not absurd to deny it the power to defend itself against the cause of crime? If a State has a right to punish a man for murder, has it not the power to require that, in childhood, he shall be taught reverence for life? If it can take away his liberty for the commission of theft, may it not suspend his vagrancy to teach it the Eighth Commandment? No child should be allowed to grow up in ignorance. We boast of our educational system and laws; and we may well be proud of them, as far as they go, but do they go as far as they might? There are hundreds of children in the City of Providence, and in other parts of the State, who are unable to read; who are habitual vagrants from school, educating for the worst and most dangerous forms of vice, utterly neglected, as though this mischievous and rapidly accumulating force was not to *enter into our coming account!* If the question, What shall *we* do with *them*? excites no interest, perhaps that other question, What will *they* soon do with *us*? may. There is only one thing that we can do with them,—*educate them*. Take them away from the haunts of vice, though these be their own homes, and bring and keep them under the influence of moral and Christian precept and example. Teach them to read the laws of God, the laws of man. Teach them the sacred affinities of moral truth, the binding force of moral law; give them a just conception of the importance, the dignity, and the sacredness of a perfect manhood. Teach them those things which they will most need to know when they become men—**MORALITY**, the Laws of Health, History, the elements of forces, or Natural Philosophy, the Useful Arts, and whatever else they will require to make them safe and useful citizens, and sober and honest men. Establish schools for them, and *see that they attend them*. But this would involve “an appropriation”? So do criminal courts and jails. The State must support one, or the other. It can choose which. In 1819,

compulsory laws, requiring "*every parent to educate every child*," were enacted in Prussia. At first, there was a violent opposition, and the usual hue and cry of "invaded rights;" but in twelve years, crime and pauperism had diminished forty per cent. Now, no person would dare to propose a repeal of these laws. But, cries the timid law-maker, *we* have no right to legislate in this way. What! a right to cast into the dungeon, but no right to send to school? a right to suspend by the gallows, but no right to teach the Decalogue? a right to disgrace a man forever, but no right to prepare him for honor, glory and immortality?

Do our legislators know that juvenile crime is increasing in a much larger ratio than our population or our wealth? Is it not time that something was *enacted* to dry up these sources of frightful evil, before the swollen and impetuous stream shall inundate the land?

The standard of *moral* instruction needs to be carried very much higher, in nearly all our schools. *Christian Morality* should be made a distinct and daily study. A shrewd political economist has said, "*A law should be enacted to secure moral instruction to every child in the State.* Why should not legislatures recognize the highest attributes of humanity? A child's *moral* nature, by which he loves God, and man, and virtue, is as much a *fact* in this vast creation, as is his *intellectual*, by which he studies mathematics, or invents a machine; and moreover, it is as *capable of culture*. Its culture is more important to society than that of the intellect, because moral teaching produces all other teaching, and is reproduced *in* all others. The moral nature of man is, therefore, to be recognized as a fact, a positive fact, an indestructible fact; and furthermore, as *the* fact which underlies all real improvement, and all permanent happiness." The heart should antecede the head, as its lawful sovereign. The immediate, and coming demand of this nation is, a comprehensive, efficient, practical *moral* culture; based on great, yet simple, principles of truth and justice; a culture

that shall render pure the fountains of public thought and public action, that shall recognize the *moral* attributes and capacities of the human soul, as so many positive and tangible elements of good entering into a healthy growth and continued prosperity,—just as positive and tangible as so much mechanical skill, or manufacturing enterprise. We need to accept this, not as a “trite truism,” a pleasing and fanciful theory, but as a *power*, which takes hold of, and moves upon, our life; yea, which in major part constitutes that life. We need such an education for our youth, as will make it more than *possible* that they will do justly, and love mercy; an education that will furnish them with faith in God and man, that will secure a manly frankness and boldness in establishing truth, and opposing whatever is false; which will teach the mastery over passion, the patience of self-control, the generosity of forgiveness, the safety of self-reliance, the cheerfulness of a fervent spirit, reverence for what is sacred, the binding power of an oath, courtesy which is better than grace, gentleness which is more winning than beauty, and that courage which casteth out the cowardice of doing wrong; an education which shall enhance the value of everything, but evil deeds, penitentiaries and sheriffs' fees.

We should also raise the standard of *intellectual* education in our common schools. It might have been enough, in generations which have gone, that the mass of men was taught to read and to write, or that only a few should receive even these accomplishments; but the world moves, civilization advances, and the present and coming ages demand more of every man; whether he be a lawyer or a blacksmith, a physician or a house-carpenter; not because he has a profession or a trade, but because *he is a MAN*, endowed with intellectual powers and capacities, which were given him to be used, and not to be hid, to run and not to rust. To state the question mathematically; every generation is only one-quarter of what, by education, it might become;

and it is education which makes this one-quarter what it is. Suspend education, of every kind, for one or two generations, and the whole race would lapse into the savage state. The masses of men are essentially alike at the beginning. Who can point out the difference between a new-born babe in New England and New Zealand? There is none. They are both alike—know-nothings of the most radical type. Look at them when they have become men. What has made the one a philosopher?—Education. What has left the other a cannibal?—The want of an education; nothing else.

But the popular theory is, that there must always be an educated, and an ignorant class; accepted as true by our fathers, ten centuries ago, when only a few of the clergy even, could read or write. The culture and education of each succeeding age has proved this to be partly false, and it remains for this and coming generations to prove it to be wholly so. Is there any reason why the masses of laboring men should not, and may not, assure to themselves as thorough a culture as the masses of professional men? The advance *to* this point will not involve as great a change, as the advance *towards* it has for the past twelve centuries. We, in the midst of New England civilization, forget that our remote ancestors were savages. If we sometimes grieve that man's progress, towards the idea of God in creation, is so *gradual*, we ought also to rejoice and take courage, that it is *constant* and *perpetual*.

We need to disabuse ourselves, and our children, of the false impression that they are to obtain an education as a means to an end, rather than as the end itself; not because, perchance, it may qualify them for this or that place of profit, or honor, or trust, but because they have hearts which can love or hate; consciences and wills, which can decide and select between justice and injustice, right and wrong; and intellects capable of thought, imagination, reflection, judgment: not because they *may* become lawyers

and physicians, legislators and statesmen, but because they *will* become men. The child should be educated, and to that extent educated, that he may become the most of a man of which he is capable.

Perhaps no special harm comes from educating one class of men above those of another, but do we not lose a great good by neglecting to educate all? Can any reason be given why a farmer should not have as thorough an education as a lawyer? Why should not a mechanic receive as much culture as a professor of mathematics? Why may not these former be as useful, as ornamental, as honorable, as the latter? Why may they not fill the highest places of responsibility and honor in the State? It is not the *place* that is of consequence, it is the *man* who fills it.

Suppose it was determined to educate the coming generation to its greatest possible extent, so that the whole body of men comprising it, making due allowance for organic differences, should be qualified, by moral training and intellectual culture, for the highest possible stations. Can any one conceive of the immense impulse which would be given to civilization, by such a result? Is it not worth striving for? Is it not attainable? Not in one generation, perhaps, but should not each succeeding age place itself nearer to it? Should not this be the aim of our educational system—TO THOROUGHLY EDUCATE THE PEOPLE? It is a victory over ignorance and vice, which must be won by faith, by fortitude, by courage, by manly energy, and persistent endeavor, by the masterly accomplishment of mind over the dullness of sense and sensuality. With free thought, free labor, and *Free Schools*, is this too far beyond the vision of faith? Can we not see it? To render this an accomplished *fact*, and no "*vision*," the change required is not so great as that which has made us what we already are. Can it be, that we may educate the horse, or the ox, up to the full capacity of his powers, and that man, alone, must forever fail to attain unto that noble and perfect manhood which the Creator designed for him?

THE STUDY OF THE CONSTITUTION, AND OF THE ELEMENTS OF CONSTITUTIONAL LAW.

When a man is designed for an engineer, it is expected, and especially required, that he should know something of the expansive power of steam, and of its application as a motive agent; that he should understand the principles of mechanics, and the application of them to machinery; that he should comprehend the mechanism and working action of an engine which he is to superintend. If it is contemplated that he should till the land, he is expected to know something of the character of soils, of the kind and quality of the different fertilizers, of the economy of the rotation of crops, and of the adaptation of different soils and seasons to them,—something of the care and growth of stock, and of whatever else will affect his agricultural interest. So the mechanic must become familiar with the use of the various implements of trade, with the qualities and strength of materials, so that he may successfully accomplish the work upon which he is engaged. In one word, all these men are expected to be prepared for their *duties*.

Now, in a Republican form of government, it is the *duty*, as well as the privilege of the people, to make laws. Can they do this intelligently, can they do it safely, while they have no knowledge of the end, source, or authority of law? Can that form of government which rests upon the virtue and intelligence of the people, long be best, or safe, while the great mass of the people is deficient in either the one or the other of these elements? Since the people *make* the laws, should not an elementary knowledge of the Constitution, and laws by which we are governed, be early taught our youth, and not be left until they become men, to be falsely acquired amid the din and strife of partisan warfare? For one, I should rejoice to see a carefully prepared Class Book, adapted for use in all our schools, embracing the Constitution of the United States, with comments, illustrating

its genius and spirit, and the elements of constitutional law, and of our civil system growing out of it. It should include, also, a popular compend of those much neglected, but very important, Madison Papers. Such a work, made simple, and arranged for the study of the youthful mind, would be an addition to our list of school books, which I am sure would receive the hearty approbation of every right-minded man. Can our accomplished Attorney General, or some other competent historical and law scholar, do a better service to the State, than by preparing such a work? I do not forget that we already have several valuable text books of this character, but I know of none *fully* adapted for use in our Common Schools.

I believe the time has come, when the study of these things should be *insisted* upon in our district schools. The youth attending them are soon to be our law *makers*,—holding the elements of law in their own hands, and shaping them, so as best to subserve the principles of freedom, of truth, and of justice. Laws, to be valid, must be Constitutional. How can they, who know neither the letter nor the spirit of that immortal Instrument, judge of this? Yet every body, in our free land, assumes to judge. Garrulous bar-room debaters, and corner-grocery loafers, will every where be found, discussing questions of constitutional law, with all the earnestness, and vastly more of assurance, than did the distinguished Expounder of the Constitution, who made a knowledge of them the study of his life. I apprehend it is not over-stating or endangering the truth, to say that very many of those who have a legal voice under our Constitution, are as profoundly ignorant of every Article of which it is composed, of the spirit which conceived it, and of the great ideas of civil polity which it embodies and unfolds, as though they were not enjoying the blessings of its protecting power. If called upon to distinguish between a republic, a limited monarchy, or an oligarchy, they would be as sorely puzzled, as they would be, if required to locate

the sources of the Nile. Is it right, is it safe, that this should remain so? How can those who know so little of the source, principles, and end of laws, be safely entrusted with the power of enacting, or administering them? But it will be said, those who *actually do* enact and administer law, understand all these things. How can the people be sure of this, if they themselves are ignorant? Yet the elective power is with them, as, of right, it ought to be.

Again, our youth need to be taught, especially in these troublous times, the *moral* obligation of obedience to law. Our civil duties are not optional, they are imperative; and as wholesome laws are only enacted by good citizens, so good citizenship grows out of the observance of wholesome laws. The Great Law-Giver has never released man from His government; all human laws, enacted in accordance with *His own law*, receive their authority from delegated power. Disrespect for the one, is contempt for the other. There is an increasing spirit of disregard for constitutional and constitutionally established law, which is endangering our Republic more than any thing else. Our young men are not sufficiently impressed with the morally binding force of legal enactments; and that the Word of God is as much the elementary statute book of the State, as it is of the Church.

The theory of our civil polity is, that the voters choose the rulers; the practice, too often is, that the rulers choose the voters. Thoroughly educate our youth to a conscientious and enlightened devotion to the ends of a republican form of government; let them understand the great principles which distinguish it from a monarchy or an aristocracy; let them be early and fully impressed with the character and importance of their political privileges and duties, and they will be, *de facto*, as well *de jure*, rulers, and not ruled. Those who hold the offices of legislation, judgment, and administration, will always be their faithful servants, and can never become their irresponsible masters.

UNIFORMITY OF TEXT BOOKS.

Very many of our schools are suffering from the want of uniformity of text books. I am quite certain, that if some central *authority*, like that of the Normal School Board of Trustees, with, perhaps, the Principal of the Normal School, and the Superintendents of the Public Schools, of the Cities of Providence and Newport, added, could be established, whose business it should be to authorize, and *require*, the uniform use of text books, in all schools taught wholly or in part by State appropriation, it would contribute very largely to the efficiency of our school system. Composed, as it would be, of the best educational men, from every County in the State, I can see no reasonable objection to such a Board. It would certainly do away with the somewhat annoying visits of itinerant school-book agents, which are becoming quite frequent, and under our present system, are in some degree required. At one of our Institutes, a teacher, who was present, remarked that he had the pleasure of receiving seven visits during a single term : two from parents, and five from book agents.

The evils resulting from a want of uniformity in text books, are much greater than many, who are not familiar with school discipline, might suppose. Nothing so economizes time, and facilitates instruction, as a proper classification ; but without uniformity of books, this is impossible. Different books, of any particular study, conduct the pupils over the same ground, it may be, but by entirely different paths. The teacher cannot follow them at the same time, nor can they accompany each other. The social, collective, character of the school is broken up, and it is reduced to a company of isolated, promiscuous individuals. The time which the teacher might have devoted to one class, is divided among three or four, and in some cases, eight. He must, therefore, hurry through each recitation, and so lose

his opportunity in each one, for illustration, and instructive anecdote. The divided classes lose their interest and enthusiasm,—or rather they never acquire them,—and the energies of the teacher are exhausted to little purpose. The effect is somewhat like what it would be, if a different system of tactics were introduced to each squad of soldiers composing a regiment. The drill-master's time would be occupied in giving instruction to a small number, differing in each case; and when the several companies should be brought into line, it is not difficult to conceive what a sorry figure they would make. Regimental drill would be out of the question, and uniformity and efficiency of action, in an engagement, impossible.

Uniformity is the most economical, as well as the most efficient. The evils of diversity are so serious, and yet so easily remedied, that it is quite discouraging, that they should be allowed to continue. I hope the attention of the proper authorities will be directed to the remedy.

It may be that the extent of this evil is not known. In many schools which I have visited, I have found two or three kinds of Readers, as many of Spellers, Geographies, and Arithmetics; of the latter, in one school, I found five varieties. It is easy to see that no teacher can afford to supply himself with all these, from his own resources. *He must take them away from his scholars.* Nor can he be expected to be so thoroughly familiar with all, as to possess himself of that ready preparation, essential to enthusiastic and successful teaching. As I have said, I know of no evil so easily remedied, that is working so serious an injury to our schools.

FEMALE TEACHERS.

By reference to the tables, in another part of this Report, it will be seen that there has been, for the past year, a very considerable increase of female teachers. I rejoice that this

is so ; for without intending to underrate males, as teachers, it must be conceded, that females are their superiors in this regard ; and our School Districts are finding it out. The ancient impression that they might answer for cheap summer teachers, but were wholly inadequate for the winter demand, is nearly obliterated. The apprehension has been, that they would fail in school government ; the experience is, that they succeed much oftener than males. They secure discipline, even among turbulent boys, not by enforcing it, but by winning it. In the formation of the manners, and in the cultivation of the morals and tastes of children, they are incomparably better teachers than males. They have a facility for placing themselves in sympathy with young hearts, and of imparting instruction to tender minds. They have more patience with the restlessness of childhood. As a class, they are more devoted to the work of teaching, and the impulses of their nature better adapt them to it. I desire to find them more generally employed in winter schools. There are many "large boys," whose false notions of dignity would stimulate them to resist the authority of a master, who would be ashamed to rebel against the more gentle, yet more effective, discipline of a mistress. This is a general rule. Of course, there are cases where an insurrectionary spirit must be over-awed by a heavy hand, and obedience to authority must be demanded by a stern voice. In large and well graded schools, it is often an advantage to entrust the discipline and general supervision to a preceptor ; and yet, it is a testimony, which should not be withheld, that some of the best schools in this State are taught by females. For further remarks under this head, I have the pleasure to refer you to the Report of the Trustees of the Normal School.

INSTITUTES.

It is unnecessary to speak of the inestimable value of these teachers' gatherings, in engendering and keeping alive a spirit of educational interest and enthusiasm. Other professions have their associations, which are sustained by the best talent in them. So it is with Teachers' Institutes. *The best teachers are always there.* They cannot afford to be away. They communicate and receive good. The work of education is laborious, exhaustive, complex, and ever changing. New truths, and new and *improved* methods of communicating truth, are continually presented, and the teacher who is not awake to this, will some day wonder that he has slept so long. He will find that he is teaching at the beginning, and not at the end, of the nineteenth century. Those who teach most diligently, most faithfully, and most successfully, feel most the need of these things; and it is evidence against a teacher's qualifications, that he is indifferent to educational meetings. It is creditable to the zeal of the teachers who have the management of the R. I. Institute of Instruction, that they have appointed so frequent meetings in different parts of the State, during the past year; and it is also a favorable indication, that they have been so fully attended. By them, a general interest in the cause of education, has been maintained, and increased, which cannot fail to be productive of much general advantage. This Association is now holding its winter sessions, with no diminution of numbers or interest. It should receive, as it deserves, the hearty co-operation of the people, and the thanks of the State.

In this connection, I cannot forbear to mention the importance of forming minor, local associations, in different parts of the State. Some of these already exist, and the advantage of them is felt in all the neighborhood. Teachers

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are brought together socially; they interchange experiences, discuss various methods of instruction and discipline, suggest new plans, secure concert of action, and an increase of educational interest, among parents, teachers, and pupils. One of the most efficient of these agencies, is in South Kingstown, holding its meetings, at stated intervals, throughout the year, illustrating, as it does, the influence and power of one or more earnest teachers, who are wholly devoted to their work.

THE R. I. SCHOOLMASTER.

This valuable Educational Journal fully sustains its well earned reputation, and continues to merit the patronage of the State. It is ably edited by some four or five of our most accomplished teachers, who find their reward in their devotion to the sacred cause they espouse, and in the gratitude of many who profit by their labor. They bring to it, talents, acquirements, and a hearty zeal, which might well be coveted by any State in the Union. With much painstaking, and at no inconsiderable inconvenience, in the midst of active duties, which fully occupy their time, they have made it one of the *best* educational journals, of the many which reach this office. The community should be proud of it, and every Rhode Island teacher should sustain it with his pen and his pocket. *He cannot afford to be without it. It is his Paper.*

NORMAL SCHOOL.

At the beginning of the 18th century, Augustus Herman Franke established, at Halle, a special department for the training of teachers, and all who attended the course of study prescribed, obligated themselves to teach three years.

The advantages of this training were so manifest, that the school at Halle acquired a continental celebrity, and teachers from all parts of Europe resorted thither, that they might become familiar with its organization and methods of study, and be infused with its spirit. Several of its distinguished pupils established Normal Schools, as they were thus early named, in different parts of Germany.

About this time, there appeared, in the educational firmament, a dazzling, erratic star, the far-famed Swiss Pestalozzi. The light of this strange luminary, burned most brilliantly over Prussia. His peculiar methods, combined with ardent, patriotic zeal, diffused a new life into the system of education. During the latter part of the last, and the beginning of the present century, numerous schools for teachers, modeled after the Pestalozzian system, sprung up in nearly every German State.

Governments, as well as individuals, witnessing the success of these German and Prussian training schools, and recognizing the influence of these organizations in behalf of popular education, were led to adopt them. For the last quarter of a century, they have rapidly multiplied, both in England and upon the Continent, and now they nearly supply the constantly increasing demand for teachers trained in Normal methods.

The first Normal School in this country, was established in Massachusetts, that pioneer of almost every good thing, in 1839. She now has four, in successful operation, supplying her schools with teachers, accomplished *in the best methods* of instruction, and imparting a life and vigor to popular education, which no other agency could. Similar schools are also established in many of the Northern States, and every where with marked favor. The most of them possess substantial and elegant buildings, for their better accommodation, and in many ways are receiving the hearty support of the community, and the benefaction of the State.

Our own Normal School is not behind its fellows in the good work, though laboring under disadvantages, which none of the others feel, and from which it ought to be relieved. By statistics which I have obtained from the Normal Schools of Massachusetts, I am enabled to say, that our own school, notwithstanding the obstacles in its way, is doing as much for Rhode Island, by *less than one-fifth*, as the four schools of Massachusetts are accomplishing for that State. Every where, the demand for Normal teachers is increasing. I have received nineteen applications for such teachers (males) which I could not supply.

Normal Schools are no longer an experiment, or, perhaps, it had better be said, they are an experiment of one hundred and fifty years trial, and so far, *without a single failure!* They fill a place in our system of public instruction, which no other schools fill, or pretend to fill. They are the great foundation stones, upon which the arch rests. They are most liberally supported, where they have been longest established. The Normal Schools of Massachusetts receive an annual appropriation of seventeen thousand dollars; the one in New York, an annual appropriation of twelve thousand dollars; while the amount permanently invested for the Normal School of New Jersey, is one hundred and twenty thousand dollars.

The single, direct, and all important object of Normal Schools, is to prepare teachers, under the best possible influences, to govern *wisely*, to teach *rightly*, and to develop, in the most complete and successful manner, the moral, intellectual, and physical natures of the children of the public schools. This is a work, *distinctly* by itself. It does not conflict, or in any way interfere, with what other schools are doing, or propose to do. They are supplying a need, which other schools have, for the last fifty years, failed to supply; moreover, they are an advantage to all other High Schools, for the better children are taught in

schools of a lower grade, the more easily and rapidly will they be advanced when they enter schools of a higher grade. Besides, none who have not been eye and ear witnesses, can form any conception of the difference between those schools which are instructed after the *best* methods, such as are acquired in our Normal School, and those which are taught after the poorer methods, or oftener without any method at all. It is almost the difference between life and death!

There is one important fact, which I am authorized to name in this connection, viz.: that a very great majority of Normal School graduates, continue, for many years, in their chosen profession. But whether they teach or not, they never lose their Normal School interest, and are always intelligent and energetic advocates of the best system of education. It has been well said, that the invaluable and far reaching influence of these schools can never be justly estimated, either by the number of pupils who may be in attendance, or by the list of graduates.

I am glad to join the Trustees of our State Normal School, in testifying to the high qualifications and efficiency of our Normal Teachers. As a corps, they are fully equal to the best in any State; and it is the unabated desire of all, who at all comprehend our educational wants, that their services may be retained, until their usefulness is felt in every district of the Commonwealth.

CONCLUSION.

For other topics, I would refer you to the reports of the several School Committees, so far as they have been received. Some of them will be found full of judicious counsel, and eminently suggestive.

I should do injustice to the teachers of this State, did I omit to bear testimony to their unconditional loyalty, in

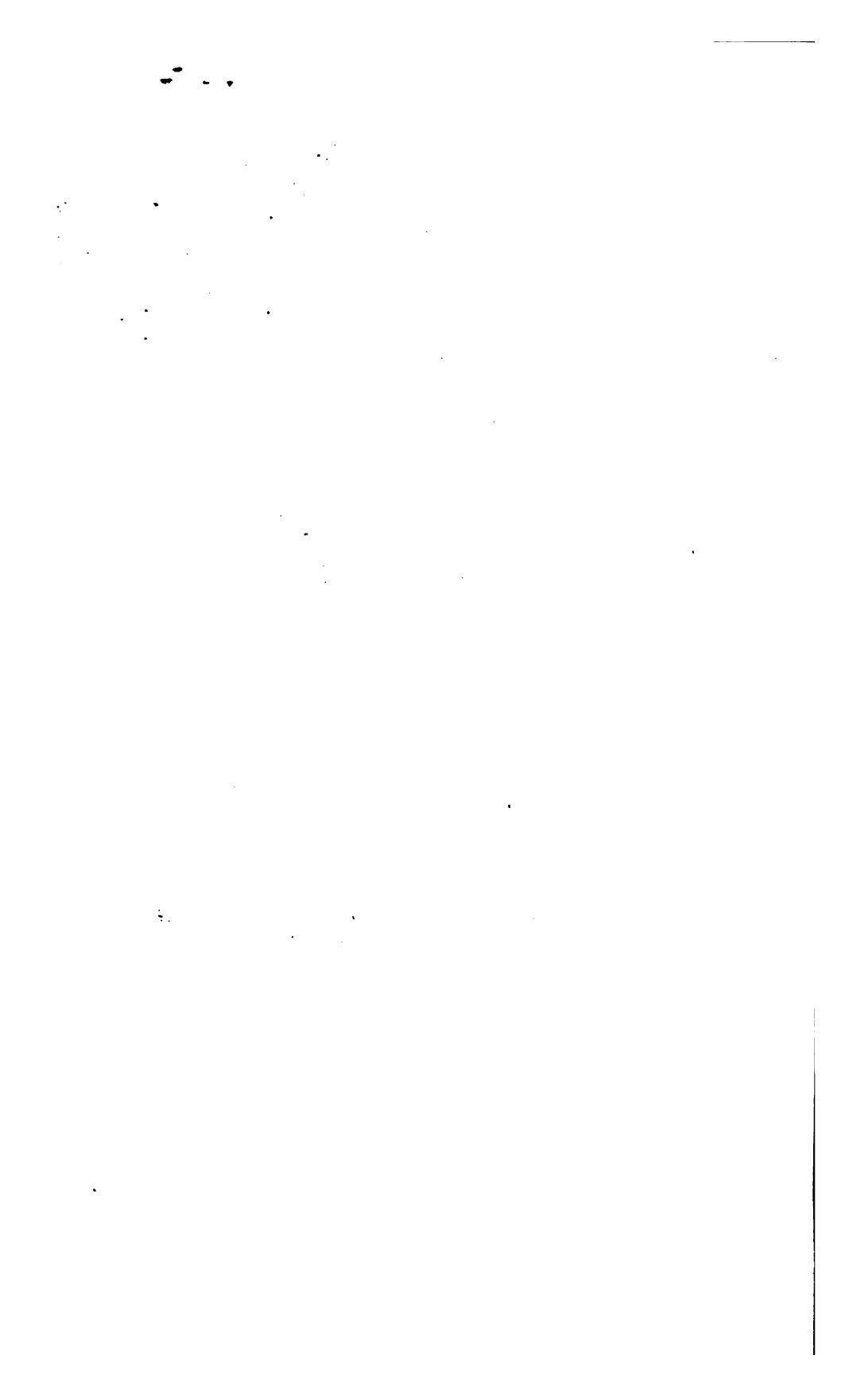
this day of our National trial. While, as a class, they are to stand disconnected from all party strife, they have not hesitated to demonstrate their patriotic zeal, by their services and their blood; and when the clouds which are now gathered over us, shall have passed away, and the storm has ceased, the brightest constellation in our national sky, will be, the System and the Teachers of our Common Schools.

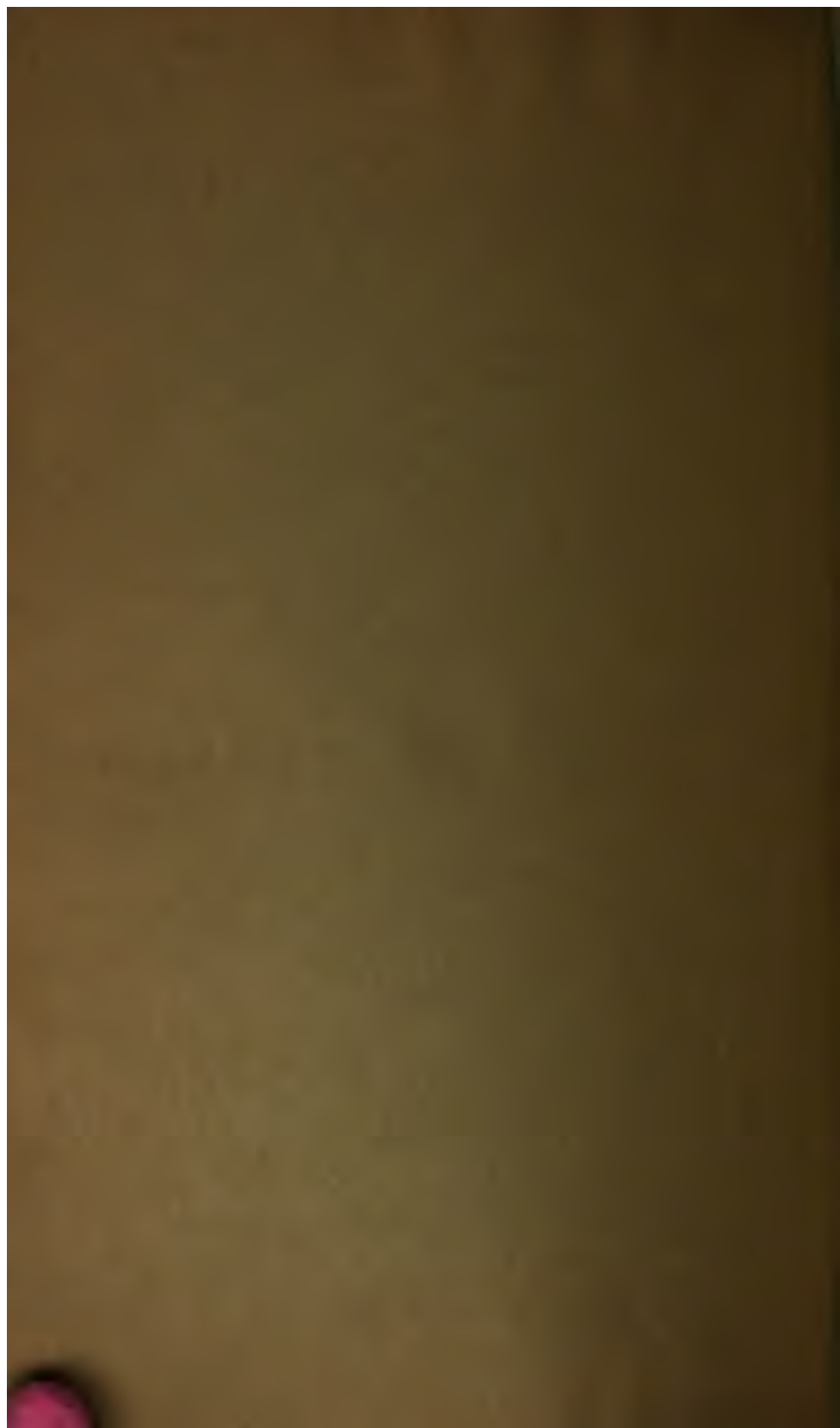
J. B. CHAPIN,

Commissioner of Public Schools.

PROVIDENCE, R. I., ^{was furnished} January, 1864.

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the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.5 billion, and the number of people aged 65 and over has increased from 0.2 billion to 0.4 billion (United Nations 1999).

There is a growing awareness of the need to address the needs of the young and the old in the context of the ageing population. The United Nations (1999) has identified the need to address the needs of the young and the old as a key challenge for the 21st century. The United Nations (1999) has identified the need to address the needs of the young and the old as a key challenge for the 21st century.

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